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ABSTRACT

The Michigan Analysis Network and General Evaluation Report (MANAGER) was developed as a component of the overall Michigan Community College Occupational Education Evaluation System (MCCOEES). Developed for use by college presidents and occupational program administrators and instructors, the handbook describes a six-step process for collecting, analyzing, synthesizing, and interpreting data which can be implemented by a team of individuals as part of a self-evaluation of occupational programs. Following introductory material providing background on the MCCOEES, and its components (i.e., the Michigan Student Information System, the Program Review in Occupational Education system; and the Michigan Community Colleges' Activities Classification Structure), the handbook presents an overview of the MANAGER plan and suggests ways of preparing to implement the system. Next, the six steps of the MANAGER plan are described: (1) MANAGER formatting, which involves collecting data and placing them in a format; (2) reviewing the formatted data against a set of standards; (3) generating questions and concerns from the review; (4) obtaining answers to the questions from key personnel; (5) identifying, prioritizing, and selecting alternative actions that might address the concerns; and (6) monitoring and documenting the implemented actions to determine results. The final section discusses the possible uses of MANAGER. Extensive appendices provide sample forms and instruments and field test results. (LL)

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ED234833

MANAGER

Michigan Analysis Network and General Evaluation Report

HANDBOOK

MANAGER is a part of the
Michigan Community College Occupational
Education Evaluation System
(MCCOEES)

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PREFACE

The Michigan Analysis Network and General Evaluation Report (MANAGER) Handbook was produced as a part of a continuing effort to design an overall Michigan Community College Occupational Education Evaluation System. After a conceptual framework document was distributed by the Michigan Department of Education, work began on two major efforts. MiSIS, Michigan Student Information System, and PROE, Program Review in Occupational Education, discussed later in this Handbook, were adapted from the student information system in Texas (known as Tex-SIS) and the evaluation model in California (known as COPES). In addition, it was decided that the Michigan Community Colleges' Activities Classification Structure (known as ACS) would be used as the source for financial data.

The primary task of the MANAGER project is to merge these three systems, MiSIS, PROE, and ACS, in a manner which allows for analysis and management plans to be developed by the colleges for local decision making. This handbook is a result of the second year's effort. During the first year the original handbook was developed under a grant to Navarro College, Corsicana, Texas, funded by the Michigan Department of Education. Over the past year, the handbook was field tested and the field test culminated with this revised version.

The MANAGER Handbook has been developed for college presidents, administrators and instructors of occupational education programs, and others interested in conducting valid self evaluation of occupational education programs. This handbook describes a six-step process which a team of individuals can implement with the ultimate goal being the collection, analysis, synthesis, and interpretation of information to assist colleges in making decisions regarding the use of their resources. As an introduction to the MANAGER Handbook and its processes, a companion slide tape presentation is available for viewing.

ACKNOWLEDGEMENTS

The MANAGER Handbook is the result of several years of hard work contributed by many individuals representing community colleges throughout the State of Michigan. The project staff wishes to acknowledge those individuals who devoted so many hours of their time toward this effort.

Sincere appreciation is expressed to the Community Colleges Services Unit of the Michigan Department of Education for its financial support of the MANAGER project. Special thanks for his support is due to Mr. Jim Folkening, Supervisor of the Community Colleges Services, and to Mr. Jerry Forrest, Consultant for the Community Colleges Services Unit, who served as the primary state department contact.

The project staff wishes to recognize the MANAGER Advisory Committee for their careful consideration and deliberation over the materials, procedures and results of the field test of MANAGER in an effort to insure an efficacious evaluation system. We are most grateful to Mr. Bill O'Mahoney who chaired the committee and the committee members who are listed as follows:

James Blanzy, Macomb County Community College
Mert Gulker, Lansing Community College
Robert Kollin, Monroe County Community College
Carol Larson, Jackson Community College
Arnold Metz, St. Clair County Community College
George Miller, Northwestern Michigan College
Robert Steely, Kellogg Community College
Nancy Woods, Kalamazoo Valley Community College.

Special thanks to the presidents and representatives of those colleges who piloted the 1981-82 field test version of the MANAGER Handbook. Their application and penetrating review of the pilot version of the handbook enabled the modification and refinement of the handbook into its current form. Those colleges are listed as follows:

Grand Rapids Junior College

Mid Michigan Community College

Muskegon Community College

Northwestern Michigan College

Schoolcraft Community College

Wayne County Community College.

The Office of Curriculum Planning and Evaluation of the Grand Rapids Junior College provided administrative leadership and clerical services to the project. The project staff are as follows:

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INTRODUCTION

Overview of Manager

The Michigan Analysis Network and General Evaluation Report (MANAGER) has the potential for enabling Michigan community college educational leaders to (1) enhance the process for management decisions which will insure institutional stability and (2) successfully account for the use of their resources. MANAGER, when used effectively, will enable a college to institutionalize planning procedures and to structure college goals and program objectives through an understanding of (1) valid data generated by Michigan Student Information System (MiSIS), (2) perceptual information gathered by Program Review of Occupational Education (PROE), and (3) financial data gathered by the Activities Classification Structure (ACS).

The MANAGER message is simple. College decision-making and program evaluation can be improved by a common sense but systematic look at what outcome data shows, what student and educational personnel perceptions demonstrate, what the program costs are, and what the implications are of alternative plans of action. There are, of course issues in the MANAGER concept which may require more research and greater knowledge than will be available from MiSIS, PROE, or the ACS. Yet, formalizing the process for critical evaluation in college planning opens the door for the use of more advanced techniques that can be applied, if necessary.

The MANAGER provides an approach to institutionalizing an evaluative environment so that the organization and analysis of information is done pointedly and regularly. Further, it provides a focus for the interaction of different parts of the institution in relation to educational evaluation. The MANAGER provides a centralized output format for the interaction of information and college personnel who contribute to the evaluation process. Budget analyses, evaluative data, and perceptual information have been brought together. The relationship among cost considerations, program data, and perceptions of effectiveness are demonstrated. Delineation is made of the relationships between resources and expected results for alternative programs. Thus, the MANAGER provides a framework for tying these considerations together so that administrators will have better information about the implications of decisions on program alternatives. The final ordering of preferences is left to the administrator.

History of its Development

In October of 1978, agreement was reached between various Michigan community college representatives and Michigan Department of Education staff as to the components needed in the Michigan Community College Occupational Education Evaluation System (MCCOEES) for local and state purposes. The concensus reached was documented in "Recommendations for the Development and Testing of a Michigan Community College Occupational Education Program Self Evaluation System". The recommendations dictated that four topics be studied and that MCCOEES include components which would address (1) student flow, (2) program evaluation, (3) financial analysis and (4) a management plan. The intention of the Michigan community college and state department personnel involved in the conceptualization of MCCOEES was that the MCCOEES formulation closely follow the Vocational Amendments of 1976 (Title II, Education Amendments of 1976, P.L. 94-482, 104.401) which called for a (quantitative) evaluation of the effectiveness of each formally organized program or project supported by federal, state and local funds in the areas of (1) planning and operational process, (2) student achievement, (3) student employment successes, and (4) additional services to certain special populations.

Michigan Student Information System

The student flow component of MCCOEES was developed and implemented by 1980. The system which evolved as the student flow component was the Michigan Student Information System (MiSIS). MiSIS was developed in response to the need for a systematic and valid method of collecting student and employer information for statewide and local educational decision making. MiSIS is comprised of a series of collection instruments (with available technical and computer support) specifically designed to fill many of the informational needs of the Michigan community colleges. MiSIS information allows a college to respond to data needed (among others) for:

- career counseling with students
- student services/instructional enhancement
- program evaluation
- student recruitment
- development of curricula
- cost effectiveness studies
- formulating college policy and guidelines
- institutional research

MiSIS questionnaires assist a college in collecting information from students at differing points in their educational experiences. MiSIS provides a mechanism for the collection of information (1) relative to the student's educational intent or goal, (2) from students who withdraw from college or individual courses, (3) from nongraduates who, after completing a specific enrollment period, do not return, (4) from graduates, (5) from employers of former students, and (6) from students who complete community services courses. MiSIS is documented for use by Michigan community colleges in the (1) Michigan Activities Manual, (2) MiSIS Procedures Manual and (3) MiSIS Information Brochure as well as other related MiSIS publications.

Program Review In Occupational Education

The program evaluation component to MCCOEES was addressed in the 1979-80 development and implementation of the Program Review in Occupational Education (PROE) process. Through PROE, faculty, students, and advisory committee members are asked to provide their perceptions on a questionnaire regarding a particular college program's:

- goals and objectives
- use of labor market & student follow-up information
- supportive course relevance
- provision of work experience
- provision for special needs of students
- staff qualifications
- equipment
- resources
- use of advisory committees
- scheduling
- placement effectiveness
- and, more

The compilation of these perceptions becomes a profile of the occupational program at a college. This provides the college with data and information needed to make better decisions about changes for program improvement, resource requirements and allocations, and future directions for occupational education. PROE documentation includes the PROE Informational Brochure, PROE Handbook and PROE Instrumentation Packet.

Activities Classification Structure

The financial analysis component of MCCOEES is assisted by the emergence of the Michigan Activities Classification Structure (ACS). The Michigan Legislature, through Act 419, P.A. 1978, and again through Act 93, P.A. 1979, directed that the Department of Management and Budget develop a new reporting structure for use in documenting the financial needs of

Michigan's community colleges. ACS ensures that the instructional program includes those activities carried out for the express purpose of eliciting some measure of educational change in a learner or group of learners. "Educational change" is defined to include (1) the acquisition or improved understanding of some portion of the body of knowledge; (2) the adoption of new or different attitudes, and (3) the acquisition or measured mastery of a skill or set of skills. The activities that may be carried out to elicit these educational changes include both teaching activities and facilitating activities. The instructional program includes both credit and non-credit instructional offerings.

Course offerings can be classified into sub-programs on a course level. The determination of the classification of instructional offerings into sub-programs is based upon the basic and primary institutional reason for offering the courses. Briefly stated, the Activities Classification Structure (ACS) recommends defining sub-programs on the basis of an aggregation of groups of courses of similar subject matter rather than on the basis of the aggregation of instructional offerings that can be applied toward a particular degree or certificate, or what is commonly called a program. Thus, the subject matter of any course determines its classifications. ACS is then a set of the operation of an institution as it relates to the development process and definitions are documented in a series of four reports, the last of which is entitled Michigan Community College Activities Classification Structure, Final Report of the ACS Task Force.

Following the original 1978 plan, the MCCOEES conceptualizers realized the time had come for the integration of MiSIS, PROE and ACS into the fourth component of MCCOEES - a management plan. The formal process for this began in 1980. This component was to include (1) the development of evaluative criteria, (2) a technical design for the MiSIS, PROE, and ACS interface, (3) the establishment of guidelines for decision making and (4) identification of potential strategies and support services for implementing these strategies. The result of the first year of work on this integration approach is the Michigan Analysis Network and General Evaluation Report (MANAGER). The MANAGER utilizes the basic educational resources management system concept of unifying existing information into a report format for decision-makers.

The conceptualization process for MANAGER was organized into five phases. Each phase was guided by the joint leadership of Michigan Department of Education staff, project staff and MANAGER Advisory Committee members. During the initial phase, reviews of possible MANAGER approaches were made. Two possible approaches were identified for close scrutiny. Consultants were identified as presentors to the MANAGER Advisory Committee. Agreement on a philosophical framework for the MANAGER allowed the Advisory Committee to address technical design considerations, data requirements and parameters for judging program effectiveness.

During the 1980-81 year, the field test version of the MANAGER process was developed. During the 1981-82 project year, letters were sent to community college presidents enlisting their support to pilot the handbook in their institutions. Six colleges volunteered and after intensive training spent several months in applying the MANAGER process in their college. Their application and penetrating review of the 1981-82 field test version of the MANAGER Handbook has enabled the modification and refinement of this handbook into its current form. The following statements of policy were used in the development of the 1980-81 MANAGER document and continued to be adhered to in this modified version:

1. The MANAGER is primarily a system for synthesizing local management information and is not a reporting system.
2. The Michigan community colleges will have the MANAGER available for implementation during the 1981-82 school year.*
3. Participation in the MANAGER process is totally voluntary.
4. The MANAGER is locally initiated and locally administered.
5. A statewide MANAGER Committee will operate as the policy making entity for the operation of the MANAGER at the state level only.
6. The MANAGER will compile and display multiple year data.
7. The full potential of the MANAGER will be realized over a period of years with appropriate time allowed for implementation.
8. The utilization of the MANAGER will become more refined as experience is gained in operation.
9. The MANAGER design will not prevent comparisons among institutions or with statewide figures; however, the decision to release and/or disseminate MANAGER information will be made at the local level and will be based on formally documented data release standards.
10. The MANAGER will display data from the Michigan Student Information System (MiSIS), Activities Classification Structure (ACS), and Program Review in Occupational Education (PROE). Other data may be displayed as needed.

NOTE: Subsequent to this policy statement, it was decided that the MANAGER process be placed on a field test basis for the 1981-82 school year.

THE MANAGER PLAN

The primary focus of the MANAGER is to assist colleges in making decisions regarding the use of their resources in occupational education programs. The MANAGER plan is categorized into six steps as listed and described below:

1. MANAGER Formatting - involves collecting data through MiSIS, PROE, and ACS and placing them in a format.
2. Review - involves reviewing the formatted data against a set of standards.
3. Questions/Concerns- involves generating questions and concerns from the review.
4. Response Reports - involves getting answers to the questions and concerns from key personnel.
5. Decision Process - involves identifying, prioritizing, and selecting alternative actions which might address the concerns.
6. Results Determination - involves monitoring and documenting the implemented actions to determine their results.

The successful implementation of a management plan requires thinking, analysis, and systematic approaches. The MANAGER plan focuses on four distinct demands and expectations of the management process. These are:

1. that assumptions are thoroughly tested to prove them either right or wrong;
2. that the right questions to ask to reach a decision are identified;
3. that alternatives are formulated through intensive review of the information rather than immediate solutions being offered without thorough study;

4. that the focus be on understanding the issue rather than adopting a solution just for the sake of needing a solution.

In the MANAGER plan process, opinions are encouraged. Non-judgement information is sought to supplement opinion information. At various points throughout the model are possibilities for termination of the MANAGER plan process - the concept being that there would be no reason to continue an effort throughout the entire cycle if the results are obtained before completion of the cycle. Regardless of the process, it is up to the institutional manager to convert the MANAGER process from potential to performance.

PREPARING TO IMPLEMENT MANAGER

It is believed that the most successful implementation strategies will be those which have as their primary goals to obtain maximum visibility and involvement from the management level of the institution. Obviously, it is difficult to implement something if those who have part of the responsibility for its implementation know nothing or little about it. Also, without the interest and active involvement of the managers of the institution, a management process is doomed. It is suggested that the following be given consideration in MANAGER implementation.

A) Select Program Areas - Important to the implementation process is the selection of the program areas on which the MANAGER Format will be completed. Selection processes will vary from one institution to the other - depending upon the administrative structure and environment. Some consideration should be given to such methods as (1) selection of those program areas which may be perceived by management as having potential problems, (2) establishing a cycle for reviewing different program areas during different years, (3) attempting to gather information from existing institutional records to identify programs needing attention, or (4) other methods which would comply with institutional requirements.

B) Document Rationale for Implementation - In most cases, the "whys" of the implementation should be addressed and clearly understood by all involved. Of course, the importance of detailing the "whys" diminishes somewhat as one considers the roles and responsibilities of the executive officer of the institution. This "why" will differ from one college to the next - depending on institutional environment, financial condition, role and scope, political considerations, and a host of other factors. It should be pointed out that it is always a good idea to document the rationale for distribution to others. This also forces the writer to think through the "why" before the next step is encountered.

C) Establish the MANAGER Team - Since the MANAGER is primarily for use at the executive officer, dean and cabinet officer level, it is assumed that this group would be the management team (if the executive officer does not assume this role); however, depending upon the administrative structure of the college, a MANAGER task force may be appointed for each program to be evaluated. It may be comprised of the Dean of Occupational Education Programs or her/his designee, Advisory Committee Chairperson, faculty representative, student representative and a person with skills in the area of research and/or evaluation.

D) Determine Areas of Responsibility - It should be understood that implementation of any new idea will, in fact, make demands on individuals' time. If it is believed that the time, resources, and interest are not sufficient to make an acceptable start, the implementation could be postponed until the conditions are acceptable. It is important that the areas of responsibility are clearly defined and that each individual and/or group understands their roles and responsibilities.

E) Develop Time Schedule - Of course, a relatively detailed time schedule is always helpful to any implementation effort. If a time frame is built, college individuals will have a better idea of how the implementation effort will impact their working environment. The timeline should include all phases of the process from selection of the MANAGER team and implementation of the MANAGER process through dissemination of information. (See Appendix A for a form for recording your MANAGER Timeline).

F) Maintain Communication - Meaningful communication is integral to effective management. This is also true for the MANAGER process. Active communication in various directions and levels within the college is especially important during the implementation period. Also, it should be understood that, with the implementation of MANAGER and the following availability of more information about programs, even greater pressure is applied to the "communication problem" than many individuals perceive in the institutional society today. As the abundance of information increases, so does the need for more communication skills at the management level of the college.

Once your college has (1) selected the programs to be studied; (2) documented the rationale for the selection of these programs; (3) selected members of the MANAGER Team and defined each member's role; (4) developed a time schedule; and (5) established a mechanism for maintaining communication throughout the MANAGER process, you are ready to begin. The following sections present how your college's MANAGER Team can implement the MANAGER process.

STEP 1: MANAGER FORMATTING

The MANAGER formatting process involves extracting data collected from the MiSIS and PROE instruments and ACS files and placing them in the MANAGER Format. Data include select items from three of four types of instruments available through PROE and five of the thirteen types of instruments available through MiSIS. (See Appendix B for copies of the PROE and MiSIS instruments used in MANAGER.) Specifically, those instruments used from PROE are as follows:

Faculty Perceptions of Occupational Education Programs;
Student Perceptions of Occupational Education Programs;
Advisory Committee Perceptions of Occupational Education Programs.

Those instruments used in MANAGER from the MiSIS sub-systems are as follows:

Student Educational Intent (SEI);
Project Follow-up - Employer (EMP);
Project Follow-up - Nonreturning Student (NRS);
Project Follow-up - Graduate First Year (GRAD-1);
Course Withdrawal Card.

In the case of ACS, the location and organization of the types of financial information required to complete MANAGER will be largely dependent upon the layout of your institution's ACS files and their accessibility.

The MANAGER Format allows for the entrance of multi-year data collected from the three sub-systems (PROE, MiSIS, and ACS). Before you begin the actual formatting process, you will need to determine how many years of data you have available for each sub-system. Lack of multi-year data in all or some areas should not preempt the use of MANAGER. Recognizing that in order to complete the entire MANAGER Format for all or several programs, considerable amounts of data are required. For this reason, an institution may need to consider the staging of the data sections and/or programs.

For example, an institution may wish to gather information for only certain sections of the MANAGER Format for only some of its program areas. This process might result in identifying the sections which are considered most important at that time for information gathering. In some cases, an institution may collect PROE data on a cyclical basis - perhaps every three years. The MANAGER Format easily accomodates this type of data collection scheme.

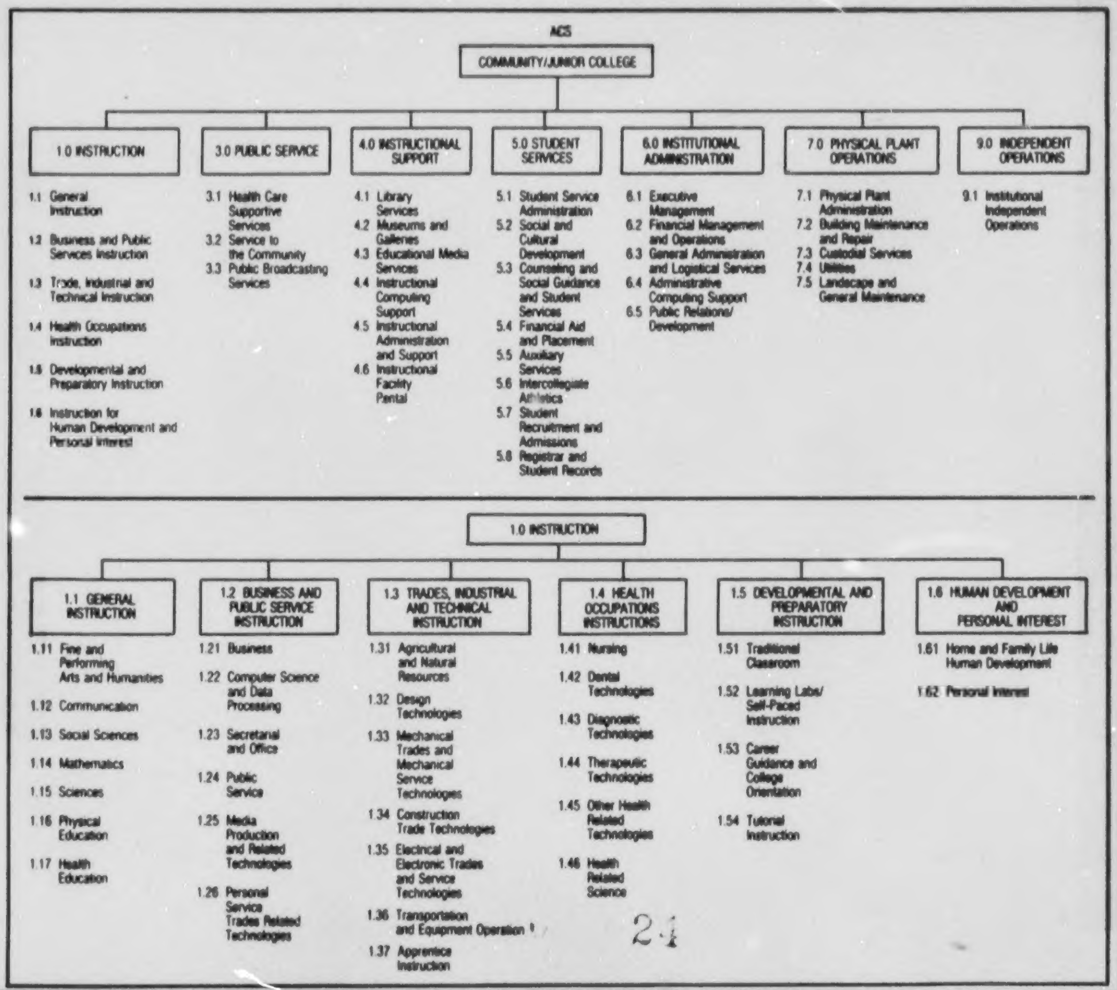
Although the format is intended to be only a model, the resulting design attempts to display those data elements which appear (from an overall basis) to be "highlights" which an institution may wish to consider for its own MANAGER Format. It is recognized that the MANAGER Format will not comply with all of the requirements for information by the institution. This type of format should be altered according to the college's own desires, priorities, and organizational structure. There are many methods of displaying the information. And while the MANAGER Format may not completely meet the needs of your institution, it is important that a method for displaying and reviewing the data exists.

On the following pages is a MANAGER Format and MANAGER Worksheet containing a summary of all of the data available through the PROE, MiSIS and ACS. An institution may wish to use the worksheet to design its own MANAGER Format.

MANAGER WORKSHEET
Michigan Analysis Network And General Evaluation Report

MiSIS

SEI	WITHDRAWAL	NONRETURNING	
Sex, Ethnic and Age Data Attendance Objective Selected Course(s) Pursuance or Formal Program Pursuance Major Field of Study Degree of Program Completion Status (if applicable) Future Enrollment Plans Special Assistance Items	Date of course or college withdrawal Course or major field of study identification Reason(s) for withdrawal/walkoff Whether counselor assistance would be beneficial Suggestions for better serving educational needs Plans for returning (walkoff) Present enrollment/employment status Use of what college services Plans for future enrollment Opinion of educational experience	Ethnic, Sex, and Age Data Primary educational goal Degree of goal completion Drop-out/Stop-out status Reason(s) for nonreturning status Opinion of educational experience Opinion of courses completed Opinion of student services utilized Present employment status Present college enrollment status Relation of employment to courses completed Salary information	Usefulness of courses to job performance Job title Prior employment information Hours per week employment Name of transfer college and status Address of firm by which employed Transfer problem areas Name of Supervisor Transfer credit hours accepted History of college hours completed Relation of courses to career plans Future course interests Suggestions/comments
VEDS REPORT	**VEDS REPORT**	**VEDS REPORT**	
Part A Enrollment (Sex and Ethnic) Part B Enrollment (Sex and Ethnic) Special Needs Data Co-op Apprenticeship Enrollments Participants by Legislative Purpose	None	Present Status: Military Employed, related field Employed, nonrelated field Pursuing Additional Education Unemployed Not in Labor Force Status Unknown	Follow-up By: Sex and Ethnic Special Needs Type of Job Salary Data (By Sex Type)


ACS
COMMUNITY/JUNIOR COLLEGE
1.0 INSTRUCTION
1.1 General Instruction
1.2 Business and Public Services Instruction
1.3 Trade, Industrial and Technical Instruction
1.4 Health Occupations Instruction
1.5 Developmental and Preparatory Instruction
1.6 Instruction for Human Development and Personal Interest
3.0 PUBLIC SERVICE
3.1 Health Care Supportive Services
3.2 Service to the Community
3.3 Public Broadcasting Services
4.0 INSTRUCTIONAL SUPPORT
4.1 Library Services
4.2 Museums and Galleries
4.3 Educational Media Services
4.4 Instructional Computing Support
4.5 Instructional Administration and Support
4.6 Instructional Facility Pental
5.0 STUDENT SERVICES
5.1 Student Service Administration
5.2 Social and Cultural Development
5.3 Counseling and Social Guidance and Student Services
5.4 Financial Aid and Placement
5.5 Auxiliary Services
5.6 Intercollegiate Athletics
5.7 Student Recruitment and Admissions
5.8 Registrar and Student Records
6.0 INSTITUTIONAL ADMINISTRATION
6.1 Executive Management
6.2 Financial Management and Operations
6.3 General Administration and Logistical Services
6.4 Administrative Computing Support
6.5 Public Relations/ Development
7.0 PHYSICAL PLANT OPERATIONS
7.1 Physical Plant Administration
7.2 Building Maintenance and Repair
7.3 Custodial Services
7.4 Utilities
7.5 Landscape and General Maintenance
9.0 INDEPENDENT OPERATIONS
9.1 Institutional Independent Operations
1.0 INSTRUCTION
1.1 GENERAL INSTRUCTION
1.11 Fine and Performing Arts and Humanities
1.12 Communication
1.13 Social Sciences
1.14 Mathematics
1.15 Sciences
1.16 Physical Education
1.17 Health Education
1.2 BUSINESS AND PUBLIC SERVICE INSTRUCTION
1.21 Business
1.22 Computer Science and Data Processing
1.23 Secretarial and Office
1.24 Public Service
1.25 Media Production and Related Technologies
1.26 Personal Service Trades Related Technologies
1.3 TRADES, INDUSTRIAL AND TECHNICAL INSTRUCTION
1.31 Agricultural and Natural Resources
1.32 Design Technologies
1.33 Mechanical Trades and Mechanical Service Technologies
1.34 Construction Trade Technologies
1.35 Electrical and Electronic Trades and Service Technologies
1.36 Transportation and Equipment Operation
1.37 Apprentice Instruction
1.4 HEALTH OCCUPATIONS INSTRUCTIONS
1.41 Nursing
1.42 Dental Technologies
1.43 Diagnostic Technologies
1.44 Therapeutic Technologies
1.45 Other Health Related Technologies
1.46 Health Related Science
1.5 DEVELOPMENTAL AND PREPARATORY INSTRUCTION
1.51 Traditional Classroom
1.52 Learning Labs/ Self-Paced Instruction
1.53 Career Guidance and College Orientation
1.54 Tutorial Instruction
1.6 HUMAN DEVELOPMENT AND PERSONAL INTEREST
1.61 Home and Family Life Human Development
1.62 Personal Interest

MANAGER WORKSHEET

Michigan Analysis Network And General Evaluation Report

MISIS

GRADUATE

- Ethnic, Sex, and Age data
- Attendance objective
- Present employment status
- Present college enrollment status
- Opinion of program completed
- Opinion of student services utilized
- Name of transfer college and status
- Transfer problem areas
- Transfer credit hours accepted
- Opinion of academic preparation for transferring
- Relation of employment to program completed
- Job Title
- Usefulness of program to job performance
- Address of firm by which employed
- Name of supervisor
- Salary information
- Hours per week employment
- Prior employment information
- Job availability information
- Reason(s) for employment not being related to program completed
- Relation of program to career plans
- Future course interests
- Suggestions/comments
- Activities since completing program (Grad-3 and Grad-5)
- Highest degree held (Grad-3 and Grad-5)
- Credit hours completed since graduation (Grad-3 and Grad-5)

EMPLOYER

- Ethnic, Sex and Age data
- Job title/status information
- Employer's relationship with graduate
- Opinion of training received in personal skill areas
- Opinion of training received in technical skill areas
- Overall rating of training received
- Job availability information
- Usefulness of program to job performance
- Opinion of upward mobility capability
- Source of placement
- Suggestions and comments
- Additional areas in which training is needed

VEDS REPORT

Present Status:
- Military
- Employed, related field
- Employed, nonrelated field
- Pursuing Additional Education
- Unemployed
- Not in Labor Force
- Status Unknown

Follow-up By:
- Sex and Ethnic
- Special Needs
- Type of Job
- Salary Data
  - (By Sex Type)

VEDS REPORT

Ratings of:
- Technical Knowledge
- Work Attitude
- Work Quality
- Relative Preparation
- Overall Preparation

Ratings by:
- Sex and Ethnic
- Special Needs
- Completion Status

HEADING

ACS	MISIS	PROE
OTHER	LABOR MARKET	OTHER

PROE

Faculty

- Part. in Devel. O.E. Program Plan
- Program Goals
- Course Objectives
- Competency Based Performance Objectives
- Use of Competency Objectives
- Labor Market Needs Info.
- Job Performance Requirements Info.
- Profession/Industry Standards
- Use of Student Follow-up Info.
- Adaptation of Instruction
- Relevance of Supportive Courses
- Coordination with Agencies and Programs
- Work Experience
- Program Availability and Accessibility
- Provision for Disadvantaged
- Provision for Handicapped
- Sex Equity
- Program Advisement
- Provision for Career Planning
- Adequacy for Career Planning
- Employability Information

Students

- Course Available and Conveniently Located
- Realistic Prerequisites
- Moderate Cost
- Written Course Objectives Available
- Written Course Objectives Describe Learning
- Written Course Objectives Used to Inform of Progress
- Teaching Meets Occupation Objective
- Teaching Develops Job Skills
- Related Course Pertinence
- Related Course Current
- Work Experience Available Convenient Locations
- Work Experience Available Day/Evening
- Work Experience Coord. with Instruct.
- Work Experience Coord. with Employer Supervision
- Rating of Career Planning Information

MANAGER WORKSHEET
Michigan Analysis Network And General Evaluation Report

COMMUNITY SERVICES

- Ethnic, Sex, and Age Data (CE-PREP)
- Course identification
- Usefulness of course to job performance
- Plans for enrollment in future
- Future course interests
- History of college credit hours completed
- Opinion/rating of course completed
- How learned about course/event
- Reason(s) for enrolling
- Future enrollment plans
- Preference of course/event location
- Preference for meeting times, meeting lengths, and days of week
- Plans to enroll for type of course/event
- Suggestions for future courses/events
- Present employment status
- Present college enrollment status
- Name of supervisor
- Relation of employment to course completed
- Job title
- Address of firm by which employed
- Hours per week employment

VEDS REPORT

None

Other

- Labor Market Data (MOIS/MOICC/Other)
  - Local
  - Regional
  - Statewide
- VEDS Financial Report (Direct Costs)
  - Agriculture
  - Distributive Education
  - Health
  - Occupational Home Economics
  - Home Economics
  - Industrial Arts
  - Office Occupations
  - Technical Education
  - Trades and Industry
  - Other Vocational (combined programs)
- VEDS Faculty Staff Report
- Occupational Needs Assessment
- VEDS Completion Data

PROE

Advisory Committee	Site Visit Team
Program Content Based on Entry Level Job Skills	Participation in Development of College Occupational Education Program Plan
Students Provided Job Application Experience	Program Goals
Responds to Upgrading and Retaining Needs	Course Objectives
Kept Current with Changing Job Practices	Competency Based Performance Objectives
Equipment Well Maintained	Use of Competency Based Performance Objectives
Equipment Current and Representative	Use of Information on Labor Market Needs
Facilities have Adequate Lighting, Ventilating, Heating, Power, etc.	Use of Information on Job Performance Requirements
Sufficient Space Allocated	
Health and Safety Standards Met	
Placement Services Available	
Job Opportunities Exist	
Follow-up Shows Students Prepared	
College Collects Information on Job Success of Former Students	
Follow-up Information used to Review and Revise Program	

MANAGER

COLLEGE

PROGRAM

YEAR IMPLEMENTED

STATUS

CLASSIFICATION NUMBERS ACS CIP

DATE / / — / /

A PROE Program Review Data

	Year ___	Year ___	Year ___	Year ___	Year ___
1. Placement Effectiveness:					
Faculty					
Students					
Advisory Committee					
2. Program/Course Content:					
Faculty					
Students					
Advisory Committee					
3. Program Advisement/Career Information:					
Faculty					
Students					
4. Provisions for Special Populations and Achieving Sex Equity					
5. Equipment and Facilities:					
Faculty					
Students					
Advisory Committee					

6. Major Weaknesses (faculty and Advisory Committee):

1.

2.

3.

	Faculty Year ___	Student Year ___	Advisory Committee Year ___
Population			
Sample Size			
Number Responding			

B ACS Activities Classification Structure Data (Major Discipline)

	Year ____	Year ____	Year ____	Year ____	Year ____
1. 1.0 Instruction Cost (per SCH)	$	$	$	$	$
2. 1.X Instruction Cost (per SCH)	$	$	$	$	$
3. 1.XX Instruction Cost (per SCH)	$	$	$	$	$
4. 1.XXX Instruction Cost (per SCH)	$	$	$	$	$
5. Student credit hours generated					
6. Student contact hours generated					
7. Course credit hours generated					
8. Course contact hours generated					
9. Full-time faculty FTE					
10. Part-time faculty FTE					
11. Headcount (duplicated)					
12. Headcount (unduplicated)					

NOTE: The above cost figures represent costs for *major courses only* in the area being studied. See below for available total "program" cost.

13. Total Program Cost	$	$	$	$	$
14. Program Cost (per SCH) Level 1.___	$	$	$	$	$

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C MiSIS Instructional Ratings From Student Follow-up Data

	Year	Year	Year	Year	Year
	G1-NRS	G1-NRS	G1-NRS	G1-NRS	G1-NRS
1. Quality of Instruction	–	–	–	–	–
2. Grading/Testing	–	–	–	–	–
3. Instructor Interest	–	–	–	–	–
4. Content of Courses	–	–	–	–	–
5. Instructional Media	–	–	–	–	–
6. Class Size	–	–	–	–	–

	GRAD-1 Year					NRS Year				
	____	____	____	____	____	____	____	____	____	____
Population										
Sample Size										
Number Responding										

D MiSIS Nonreturning Student Follow-up Data

	Year ____	Year ____	Year ____	Year ____	Year ____
1. Goal Completion - Full	%	%	%	%	%
2. Goal Completion - Partial	%	%	%	%	%
3. Drop-out Rate	%	%	%	%	%
4. Reasons Not Returning:					
1.					
2.					
3.					
5. Overall Rating (Employed/Military)					
6. Interested/Other Courses	%	%	%	%	%

	NRS Year				
	____	____	____	____	____
Population					
Sample Size					
Number Responding					

E MiSIS Student Intent Data

	Year	Year	Year	Year	Year
	____	____	____	____	____
1. Educational Goals:					
Improved Job Skills	%	%	%	%	%
Prepare for Job	%	%	%	%	%
Univ. Trans. Credit	%	%	%	%	%
Personal Interest	%	%	%	%	%
Other	%	%	%	%	%
2. Degree Pursuing %	%	%	%	%	%
3. Goal Completion %	%	%	%	%	%
4. Total Population Declaring					
5. Degree Completions:					
Associate Degree					
Certificate					
Other					

SE I Year

Number Responding	____	____	____	____	____

F MiSIS Demographic Data

	Year	Year	Year	Year	Year
	____	____	____	____	____
1. Male	%	%	%	%	%
Female	%	%	%	%	%
Unspecified	%	%	%	%	%
2. Amer. Indian/Alaskan Native	%	%	%	%	%
Asian/Pacific Islander	%	%	%	%	%
Black, not Hispanic	%	%	%	%	%
Hispanic	%	%	%	%	%
White, not Hispanic	%	%	%	%	%
Nonresident Alien	%	%	%	%	%
Unspecified	%	%	%	%	%
3. 16-19	%	%	%	%	%
20-24	%	%	%	%	%
25-29	%	%	%	%	%
30-34	%	%	%	%	%
35-44	%	%	%	%	%
45-54	%	%	%	%	%
55-64	%	%	%	%	%
65-Over	%	%	%	%	%
Unspecified	%	%	%	%	%
Average Age					

16c

G MiSIS Employer Follow-up Data

	Year ____	Year ____	Year ____	Year ____	Year ____
1. Job Outlook - Present					
2. Job Outlook - Future					
3. Overall Rating					
4. Highest Skill Ratings:					
1.					
2.					
3.					
5. Lowest Skill Ratings:					
1.					
2.					
3.					
6. Instruction/Improvement Needed:					
1.					
2.					
3.					

	NRS Employer Year ____	GRAD-1 Employer Year ____
Population		
Sample Size		
Number Responding		

H MiSIS Course Withdrawal Data (Major Discipline)

	Term ___	Term ___	Term ___	Term ___	Term ___
1. Headcount (duplicated)					
2. Withdrawals					
3. Withdrawal %	%	%	%	%	%
4. Primary Reasons:					
1.					
2.					
3.					

I MiSIS Graduate Follow-up

	Year ___	Year ___	Year ___	Year ___	Year ___
1. Placement Rate	%	%	%	%	%
2. Overall Salary Data	$	$	$	$	$
3. Beginning Full-time Salaries	$	$	$	$	$
4. Transfer Percentage	%	%	%	%	%
5. Job Availability Rating					
6. Reasons Job Not Related:					
1.					
2.					
3.					
7. Overall Rating					
8. Interested/Other Courses	%	%	%	%	%

GRAD - 1 Year

	___	___	___	___	___
Population					
Sample Size					
Number Responding					

Notes:

Rating Scale: Very Good - 1; Good - 2; Average - 3; Poor - 4; Very Poor - 5

16e

STEP 2: REVIEW

The Review stage of the **MANAGER** process involves looking critically at the formatted information from two perspectives - first, in terms of the validity of the data and second in terms of evaluating the results of the formatted data. In judging the validity of the data, three key questions should be asked. These are:

1. How was the data collected?
2. How adequate was the sampling plan used?
3. Is the sample size large enough relative to the population size?

If it is believed that sufficient validity is not probable, then several options should be considered: use the data, taking into consideration its limitations; attempt to collect more valid data; or omit the data from the format. (See Appendix C for resources to assist you in addressing these three questions.)

Certain areas of the MANAGER Format provide spaces for documenting population size, sample size, and the number of respondents to the survey. Display of this information along with the formatted data allows for the examination of the validity of the data in terms of the number of people surveyed at the time that you are reviewing.

In evaluating the results of the formatted information, Analysis Parameters should be applied as criteria. Analysis Parameters may pinpoint an area of strength referred to as a "positive" or an area of concern referred to as a "flag". The Analysis Parameters provided in this handbook are suggested and may be modified at the discretion of the individual institution since these parameters may be inappropriate for your institution. It is, however, important that an institution establish Analysis Parameters as standards of program performance.

RECORDING AND ANALYZING THE INFORMATION

Recording information on the MANAGER Format is simple. However, to assist you in this process each section of the format is illustrated. Following the illustration, the necessary instructions for recording and analyzing the information are provided. Instructions following the program identification information, beginning with Section A of the format and proceeding through to Section I, are provided. These instructions include:

- Location of Data
- Calculations Required
- Conversions Required (if applicable)
- Recording Form: Narrative, Numerical, Percentage
- Analysis Parameters: Positive and Flags (if applicable)

Just a word on conversions required. MANAGER Formatting requires the extraction of data from PROE and MiSIS instruments. The PROE and MiSIS are two separate sub-systems whose response modes include forced-choice responses. Both PROE and MiSIS response modes are on a five point rating scale ranging from "1" to "5". However, the rating scale on the PROE is the reverse of the MiSIS. That is, PROE's rating scale goes from "5" to "1" with "5" representing the most positive rating and "1" representing the most negative rating. MiSIS, on the other hand, has a rating scale which ranges from "1" to "5" with "1" representing the most positive and "5" representing the most negative. Because of this difference, a conversion of the PROE rating scale to the MiSIS rating scale is necessary before the information is recorded on the MANAGER Format.

For example, the possible responses in the PROE can be expressed as a narrative or numerically, as follows:

Excellent	or 5
Good	or 4
Acceptable	or 3
Below Expectations	or 2
Poor	or 1

On the other hand MiSIS instruments have the following possible responses:

Very Good	or 1
Good	or 2
Average	or 3
Poor	or 4
Very Poor	or 5

Confusion can arise from these differences in response forms. To alleviate any possible problems which may arise, PROE responses should be recorded on the MANAGER Format after being converted to the MiSIS response form, meaning that the MiSIS response form is the standard for many recorded responses on the MANAGER Format.

PROE Response Form		Conversion	
Excellent	or 5	Very Good	or 1
Good	or 4	Good	or 2
Acceptable	or 3	Average	or 3
Below Expectations	or 2	Poor	or 4
Poor	or 1	Very Poor	or 5

(The PROE and MiSIS Systems are currently under review and possible changes in these systems may eliminate the need for this conversion.)

The following sections provide detailed steps for completing the MANAGER Format and list the suggested Analysis Parameters for your convenience. Each section of the format, beginning with Section A and proceeding through to Section I, is illustrated. A complete list of the Sources of Data can be found in Appendix D.

PROGRAM IDENTIFICATION INFORMATION

MANAGER formatting should begin with the identification of the institution using the format, the program under study, year implemented, status, classification numbers, and date.

College - Refers to the institution in which the program under study is located.

Program - Refers to the occupational program for which you are completing MANAGER.

Year Implemented - Refers to the year the program was first introduced in the college.

Status - Refers to whether the program under study is currently being offered. This section should be completed as "active" or "inactive".

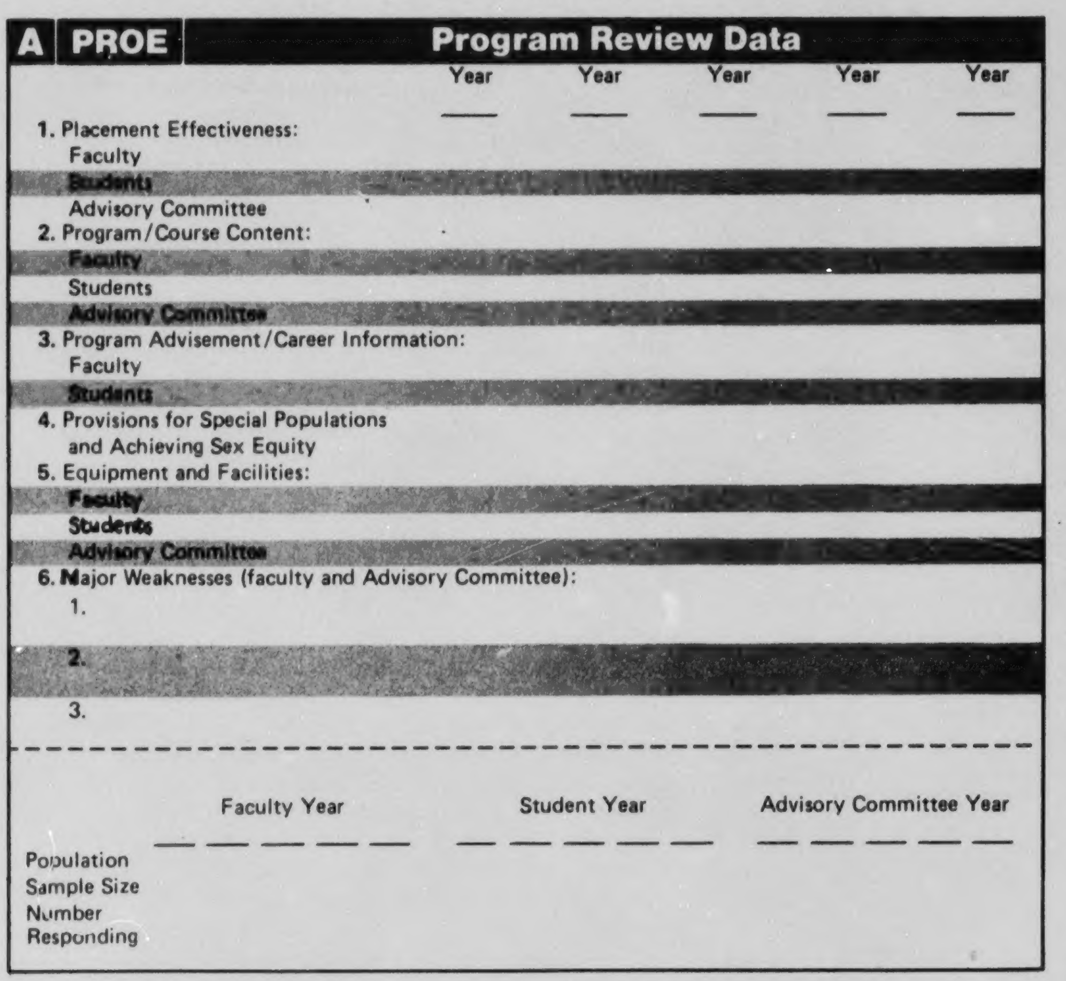
Classification Code - Classifications are of two types - ACS and CIP. ACS refers to the Activities Classification Structure codes which apply to the program under study. The form allows for entrance of a maximum of four codes recognizing that financial information on the program level will require the manipulation of several element classifications of the X.XX type. For example, the Accounting Program cost for instruction may require the manipulation of several ACS element codes such as 1.23, 1.12, 1.22 and 1.13 which represent the major disciplines of Secretarial and Office, Communication, Computer Science and Data Processing, and Social Sciences. Refer to the MANAGER Worksheet on page 16 for a complete listing of ACS codes.

CIP refers to the Classification of Instructional Program. CIP codes are new program coding information which have replaced USOE and Hegis codes.

Date - Refers to the period during which the MANAGER process was undertaken for the program under study. This should include from the time the college selects the MANAGER Team through to the generation of decisions regarding the program resulting from the implementation of the entire MANAGER process.

SECTION A - PROE - PROGRAM REVIEW DATA

Data needed to complete this section of the MANAGER Format are taken from the PROE Faculty, Student, and Advisory Committee instruments.



A PROE Program Review Data

	Year	Year	Year	Year	Year
1. Placement Effectiveness:					
Faculty					
Students					
Advisory Committee					
2. Program/Course Content:					
Faculty					
Students					
Advisory Committee					
3. Program Advisement/Career Information:					
Faculty					
Students					
4. Provisions for Special Populations and Achieving Sex Equity					
5. Equipment and Facilities:					
Faculty					
Students					
Advisory Committee					
6. Major Weaknesses (faculty and Advisory Committee):					
1.					
2.					
3.					

	Faculty Year	Student Year	Advisory Committee Year
Population			
Sample Size			
Number Responding			

A1. Placement Effectiveness

Location of Data:
Faculty: Faculty Perceptions - Question (Q) 22
Student: Student Perceptions - Q 8
Advisory Committee: Advisory Committee Perceptions - Q 4

Calculations Required:
Derive the median response value for each question for each year of data that you have available. The median response is the middle number in a list of sorted data. Consequently, if five people responded ("Excellent", "Good", "Acceptable", "Acceptable", "Acceptable") or (5,4,3,3,3), then the median response value would be "Acceptable" or 3.

Conversions Required:

Convert the median response value to the standard for all recorded responses on the MANAGER form. Consequently, if the median response was "Acceptable" or 3, the conversion would yield "Average" or 3. If the median response value was "Excellent" or 5, the conversion would yield "Very Good" or 1.

Recording Form:

Once the median response value has been derived and converted, the value should be recorded on the MANAGER Format as a narrative: "Very Good", "Good", "Average", "Poor", or "Very Poor".

Analysis Parameters:

In analyzing the information placed on the MANAGER Format the following are suggested to identify areas on the format as "positives" or "flags".

The parameters are numbered to correspond with the item on the format. Appendix E contains a complete list of suggested Analysis Parameters.

Positives

A1. Any median or midpoint rating which is in the "Very Good" category.

Flags

A1. Any median or midpoint rating which is in the "Poor" or "Very Poor" category.

A2. Program/Course Content

Location of Data:

Faculty: Faculty Perceptions - Q 7, 10, 11

Students: Student Perceptions - Q 3, 4

Advisory Committee: Advisory Committee Perceptions - Q 2

Calculations Required:

Derive the median response value for each question. When more than one question is used, a mean of the median responses should be computed.

Conversions Required:

Convert the median response value to the standard for all recorded responses on the MANAGER Format.

Recording Form:

Record as a narrative response.

Analysis Parameters:

Positives

A2. Any median or midpoint rating which is in the "Very Good" category.

Flags

A2. Any median or midpoint rating which is in the "Poor" or "Very Poor" category.

A3. Program Advisement/Career Information

Location of Data:
Faculty: Faculty Perceptions - Q 18, 19, 20, 21
Students: Student Perceptions - Q 6

Calculations Required:
Convert the median response value to the standard.

Recording Form:
Record as a narrative response.

Analysis Parameters:

Positives

A3. Any median or midpoint rating which is in the "Very Good" category.

Flags

A3. Any median or midpoint rating which is in the "Poor" or "Very Poor" category.

A4. Provisions for Special Populations and Achieving Sex Equity

Location of Data:
Faculty: Faculty Perceptions - Q 14, 15, 16, 17

Calculations Required:
Derive the median response values and compute the average medians.

Conversions Required:
Convert the median response values to the standard.

Recording Form:
Record as a narrative response.

Analysis Parameters:

Positives

A4. Any median or midpoint rating which is in the "Very Good" category.

Flags

A4. Any median or midpoint rating which is in the "Poor" or "Very Poor category.

A5. Equipment and Facilities

Location of Data:
Faculty: Faculty Perceptions - Q 32, 33, 34
Students: Students' Perceptions - Q 11, 12
Advisory Committee: Advisory Committee Perceptions - Q 2, 3

Calculations Required:
Derive the median response values and compute the average medians.

Conversions Required:
Convert the median response values to the standard.

Recording Form:
Record as a narrative response.

Analysis Parameters:

Positives

A5. Any median or midpoint rating which is in the "Very Good" category.

Flags

A5. Any median or midpoint rating which is in the "Poor" or "Very Poor" category.

A6. Major Weaknesses (Faculty Advisory Committee)

Location of Data:
Faculty: Faculty Perceptions - Q 2
Advisory Committee: Advisory Committee Perceptions - Q 2

Calculations Required:
Categorize the open-ended responses and compute the frequencies for each category. Select the three most frequently mentioned areas. It is suggested that no more than two years of data be reported in this section since the space for open ended responses is very limited.

Recording Form:
Record as a narrative response, the three most frequently mentioned areas.

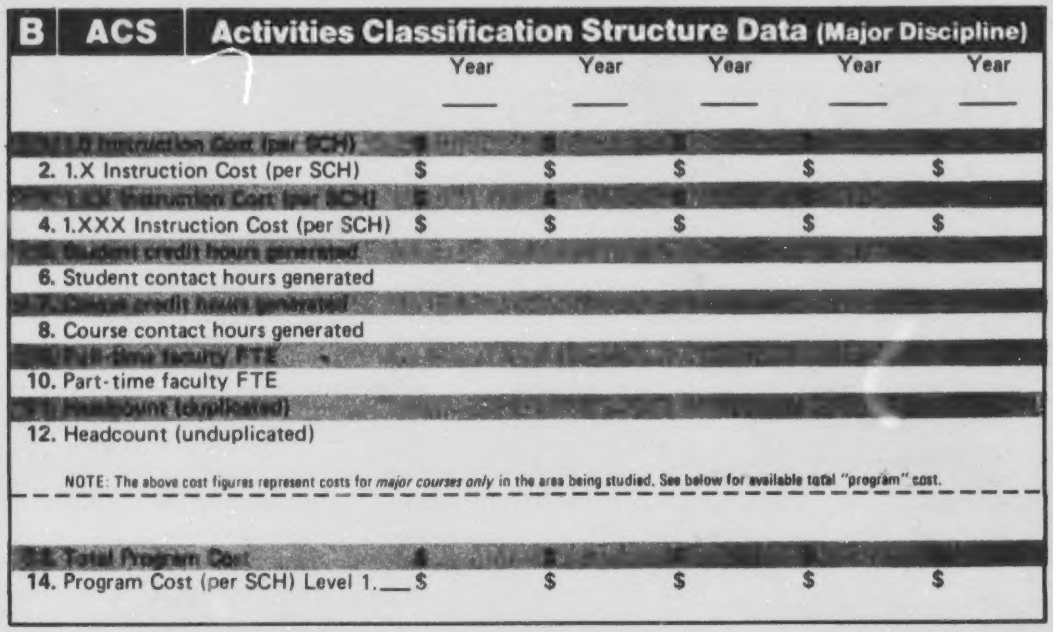
Analysis Parameters:

Flags

A6. Any weaknessess listed as "major".

SECTION B - ACS-ACTIVITIES CLASSIFICATION STRUCTURE DATA

Data needed to complete this section of the MANAGER Format are taken from your college's ACS files and college records.



B **ACS** **Activities Classification Structure Data (Major Discipline)**	Year ____	Year ____	Year ____	Year ____	Year ____
1. 1.0 Instruction Cost (per SCH)	$	$	$	$	$
2. 1.X Instruction Cost (per SCH)	$	$	$	$	$
3. 1.XX Instruction Cost (per SCH)	$	$	$	$	$
4. 1.XXX Instruction Cost (per SCH)	$	$	$	$	$
5. Student credit hours generated					
6. Student contact hours generated					
7. Course credit hours generated					
8. Course contact hours generated					
9. Full-time faculty FTE					
10. Part-time faculty FTE					
11. Headcount (duplicated)					
12. Headcount (unduplicated)					
13. Total Program Cost	$	$	$	$	$
14. Program Cost (per SCH) Level 1.___	$	$	$	$	$

NOTE: The above cost figures represent costs for *major courses only* in the area being studied. See below for available total "program" cost.

B1. 1.0 Instruction Cost (per SCH, Student Credit Hours)

Location of Data:
Documented on Form 5 of your college's ACS records, 1.0 represents cost for all areas of instruction. (See Appendix F for a complete list of definitions of ACS terms used in MANAGER.)

Calculations Required:
The cost for all instruction at the college should be divided by the total number of student credit hours.

Recording Form:
A numerical response should be recorded in terms of dollars per student credit hours.

Analysis Parameters:

Positives

B1. Cost for level did not increase and numbers of "flags" generated previously did not increase (if the number was not already unacceptably high).

Flags

B1. Cost increased more than 20% over two year period.

B2. Instruction Cost (per SCH, Student Credit Hour)

Location of Data:

Documented on Form 5 of your college's ACS records, 1.X represents cost for the sub-activities of instruction, such as: General Instruction, coded 1.1; or Business and Public Services Instruction, coded 1.2, etc.

Calculations Required:

The cost for the sub-activity should be divided by the number of credit hours generated in the sub-activity.

Recording Form:

A numerical response should be recorded in terms of dollars per student credit hours.

Analysis Parameters:

Positives

B2.1 Cost did not increase and numbers of "flags" generated did not increase (if number was not already unacceptably high).

Flags

B2.1 Cost increased more than 20% over two year period.
B2.2 1.X cost greater than 25% of 1.0.

B.3 1.XX Instruction Cost (per SCH, Student Credit Hours)

Location of Data:

Documented on Form 5 of ACS, 1.XX represents cost for the element of the sub-activity, such as for 1.1 General Instruction, the elements are 1.11 Fine and Performing Arts and Humanities, 1.12 Communication, etc.

Calculations Required:

The cost for the element should be divided by the number of student credit hours generated in the element.

Recording Form:

A numerical response should be recorded in terms of dollars per student credit hours.

Analysis Parameters:

Positives

B3.1 Cost for level did not increase and numbers of "flags" generated did not increase (if the number was not already unacceptably high).

Flags

B3.1 Cost increased more than 20% over two year period.
B3.2 1.XX cost greater than 25% of 1.X cost.

B.4 1.XXX Instruction Cost (per SCH, Student Credit Hour)

Location of Data:

Cost for this level is not readily available through ACS. This figure which represents the average cost of courses in the element per student credit hour must be computed.

Recording Form:

A numerical response should be recorded in terms of dollars per student credit hours.

Analysis Parameters:

Positives

B4.1 Cost for level did not increase and numbers of "flags" generated did not increase (if the number was not already unacceptably high).

Flags

B4.1 Cost increased more than 20% over two year period.
B4.2 1.XXX cost greater than 25% of 1.XX cost.

B.5 Student Credit Hours Generated

Location of Data:

Student credit hours for specialty courses of the major discipline should be available through your institution's ACS files.

Calculations Required:

The total student credit hours is calculated by multiplying the course credit hours value by the number of students enrolled in the courses as of the count date.

Recording Form:

A numerical response should be recorded.

Analysis Parameters:

Positives

B5.1 Student credit hours generated increased more than 15% over two year period.

Flags

B5.1 Student credit hours decreased more than 15%.

B6. Student Contact Hours Generated

Location of Data:

Student contact hours for specialty courses of the major discipline should be available through your institution's ACS files.

Calculations Required:

Total student contact hours for a course are calculated by multiplying the student headcount in the course as of the count date by the course contact hours.

Recording Form:
A numerical response should be recorded.

Analysis Parameters:

Positives

B6. Student contact hours generated increased more than 15% over two year period.

Flags

B6. Student contact hours generated decreased more than 15% over two year period.

B7. Course Credit Hours Generated

Location of Data:
Course credit hours generated should be available through your institution's ACS files.

Calculations Required:
A course credit hour shall be determined by the institution's predominant calendar system. A semester credit hour shall not be less than 800 instructional minutes. A trimester credit hour shall not be less than 700 instructional minutes. A quarter credit hour shall not be less than 550 instructional minutes.

Recording Form:
A numerical response should be recorded.

Analysis Parameters:

Positives

B7. Course credit hours generated increased more than 15% over a two year period.

Flags

B7. Course credit hours generated decreased more than 15% over a two year period.

B8. Course contact hours generated

Location of Data:
Course contact hours should be available through your institution's ACS files.

Calculations Required:
One course contact hour is a total of 50 minutes of student instruction during which the student is scheduled to come into contact with an instructor or with tutorial or laboratory equipment. The total contact hours for a course are calculated by summing the total instructional minutes for that course in the academic period and dividing by 50. Independent study and cooperative education activity is not reported here.

Recording Form:
A numerical response should be recorded.

Analysis Parameters:

Positives

B8. Course contact hours generated increased more than 15% over two year period.

Flags

B8. Course contact hours generated decreased more than 15% over two year period.

B9. Full-time Faculty FTE

Location of Data:
Full time faculty FTE should be available through your institution's ACS files.

Calculations Required:
One full-time faculty position is defined as the equivalent of one faculty employee who is deemed to be carrying a full institutional convention, such as expressed in a faculty contract or agreement.

Recording Form:
A numerical response should be recorded.

B10. Part-time Faculty FTE

Location of Data:
Part-time faculty FTE should be available through your institution's ACS files.

Calculations Required:
Part-time faculty are to be expressed in full-time equivalents by using the institutional standard workload for a full-time faculty and dividing this standard unit into the total units produced by part-time faculty.

Recording Form:
A numerical response should be recorded.

B11. Headcount (duplicated)

Location of Data:
Headcount (duplicated) should be available through your institution's ACS files.

Calculations Required:
The headcount for one course delivered is the total number of students enrolled in the course as of the count date. An academic period headcount total is determined by summing the headcount for all courses delivered (duplicated) during the academic period.

Recording Form:
A numerical response should be recorded.

B12. Headcount (unduplicated)

Location of Data:
Headcount (unduplicated) should be available through your institution's ACS files.

Calculations Required:
The total number of different students enrolled in at least one course delivered as of the count date, and within an academic period.

Recording Form:
A numerical response should be recorded.

B13. Total Program Costs

Location of Data:
Although not readily accessible, program cost is available through manipulating your institution's ACS files and your college's records.

Calculations Required:
ACS produces information according to the ACS code of the major discipline. In order to produce program cost, an institution must prorate supplemental and related courses in a program area. The resulting prorated amount is then added to the cost data for the specialized courses (major discipline) which are included in the curriculum.

Recording Form:
A numerical response should be recorded in terms of dollars.

B14. Program Cost (per SCH, Student Credit Hour) Level

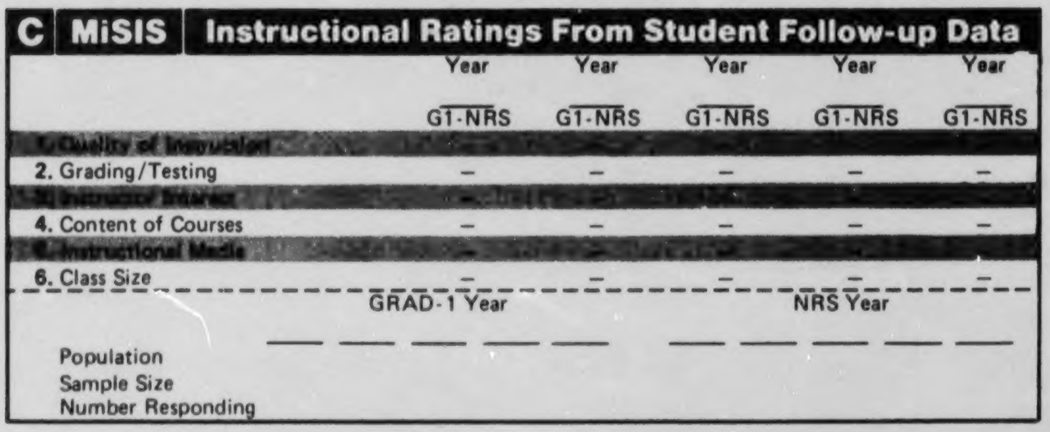
Location of Data:
Although not readily accessible, program cost per SCH is available through manipulating your institution's ACS files and your college's records.

Calculations Required:
Compute the total program costs per student credit hour by dividing the costs by the number of student credit hours in the program.

Recording Form:
A numerical response should be recorded in terms of dollars per student credit hour.

SECTION C - MiSIS - INSTRUCTIONAL RATINGS FROM STUDENT FOLLOW-UP DATA

Data needed to complete this section of the MANAGER Format are taken from two MiSIS instruments: Grad 1 - First Year Graduate Follow-up; and NRS-Nonreturning Student Follow-up.



C MiSIS Instructional Ratings From Student Follow-up Data

	Year	Year	Year	Year	Year
	G1-NRS	G1-NRS	G1-NRS	G1-NRS	G1-NRS
1. Quality of Instruction	–	–	–	–	–
2. Grading/Testing	–	–	–	–	–
3. Instructor Interest	–	–	–	–	–
4. Content of Courses	–	–	–	–	–
5. Instructional Media	–	–	–	–	–
6. Class Size	–	–	–	–	–

	GRAD-1 Year					NRS Year				
Population										
Sample Size										
Number Responding										

C1. Quality of Instruction
C2. Grading/Testing
C3. Instructor Interest
C4. Content of Courses
C5. Instructional Media
C6. Class Size

Location of Data:

Data for completing the six areas of Section C are taken from the same questions: Grad 1 - Q A 4 and NRS - Q A 7

Calculations Required:

Derive the median response value for each question per each instrument.

Recording Form:

Record each value as a narrative response. For example, the response for C1. Quality of instruction could be recorded as "Good" - "Good" for G1-NRS. That is, for one year of data, Grad 1 students rated the Quality of Instruction "Good" and Nonreturning Students also rated it "Good".

Analysis Parameter:

Positives

C1-C6. Any median or midpoint rating which is in the "Very Good" category.

Flags

C1-C6. Any median or midpoint rating which is in the "Poor" or "Very Poor" category.

SECTION D - MiSIS - NONRETURNING STUDENT FOLLOW-UP DATA

Data needed to complete this section of the MANAGER Format are taken from one of the MiSIS instruments -- Nonreturning Student Follow-up (NRS).

D MiSIS Nonreturning Student Follow-up Data					
	Year ____	Year ____	Year ____	Year ____	Year ____
[redacted]					
2. Goal Completion - Partial	%	%	%	%	%
[redacted]					
4. Reasons Not Returning: 1.					
[redacted]					
3.					
[redacted]					
6. Interested/Other Courses	%	%	%	%	%
			NRS Year		
	____	____	____	____	____
Population					
Sample Size					
Number Responding					

D1. Goal Completion - Full

Location of Data:
Nonreturning Student Follow-up - Q A 2

Calculations Required:
Divide the number of fully completed by the total number responding to the survey. Express as a percent.

Recording Form:
A numerical response should be recorded in terms of a percent.

Analysis Parameters:

Positives

D1. Full goal completion more than 25%.

Flags

D1. Full goal completion less than 25%.

D2. Goal Completion - Partial

Location of Data:
Nonreturning Student Follow-up - Q A 2

Calculations Required:
Divide the number of partially completed by the total number responding

to the survey. Express as a percent.

Recording Form:
A numerical response should be recorded in terms of a percent.

D3. Drop-out Rate

Location of Data:
Nonreturning Student Follow-up - Q A 2, Q A 3

Calculations Required:
Sum the number of partially completed and not completed who also indicated they would not pursue the goal further with the number of partially completed and not completed who also indicated they would pursue the goal further, but at another college or had other plans. Divide this figure by the difference between the number responding and the number indicating full completion. Express as a percent.

Recording Form:
A numerical response should be recorded in terms of a percent.

Analysis Parameters:

Positives

D3. Drop-out rate is less than 2%.

Flags

D3. Drop-out rate greater than 8%.

D4. Reasons Not Returning

Location of Data:
Nonreturning Student Follow-up - Q A 5

Calculations Required:
Categorize the open-ended responses and compute the frequencies for each category. Select the three most frequently mentioned areas.

Recording Form:
Record as a narrative response, the three most frequently mentioned areas.

Analysis Parameters:

Flags

D4. "Dissatisfaction with instruction" or "dissatisfaction with courses" as one of the three primary reasons for not returning.

D5. Overall Rating (Employed/Military)

Location of Data:
Nonreturning Student Follow-up - Q A 5

Calculations Required:
Derive the median response value.

Recording Form:
Record as a narrative response

Analysis Parameters:

Positives

D5. Any median or midpoint rating which is in the "Very Good" category.

Flags

D5. Any median or midpoint rating which is in the "Poor" or "Very Poor" category.

D6. Interested/Other Courses

Location of Data:
Nonreturning Student Follow-up - Q D 3

Calculations Required:
Divide the number responding "yes" by the total number responding to the survey. Express as a percent.

Recording Form:
A numerical response should be recorded as a percent.

Analysis Parameters:

Positives

D6. Interest in other courses is more than 75%.

Flags

D6. Interest in other courses is less than 40%.

SECTION E - MiSIS - STUDENT INTENT AREA

Data needed to complete this section of the MANAGER Format are taken from one of the MiSIS instruments -- Student Educational Intent.

E MiSIS	Student Intent Data				
	Year ____	Year ____	Year ____	Year ____	Year ____
1. Educational Goals:					
Improved Job Skills	%	%	%	%	%
Prepare for Job	%	%	%	%	%
Univ. Trans. Credit	%	%	%	%	%
Personal Interest	%	%	%	%	%
Other	%	%	%	%	%
2. Degree Pursuing %	%	%	%	%	%
3. Goal Completion %	%	%	%	%	%
4. Total Population Data					
5. Degree Completions:					
Associate Degree					
Certificate					
Other					
			SE I Year		
Number Responding	____	____	____	____	____

E1. Educational Goals:
- Improved Job Skills
- Prepare for Jobs
- Univ. Trans. Credit
- Personal Interest
- Other

Location of Data:
Student Educational Intent - Q 2

Calculations Required:
Divide each of the numbers responding in each category (i.e., Improved Skills, Prepare for Job, Univ. Trans. Credit, Personal Interest and Other) by the total number responding to the survey. Express as a percent.

Recording Form:
A numerical response should be recorded as a percent.

E2. Degree Pursuing %

Location of Data:
Student Educational Intent - Q 3

Calculations Required:
Divide the number responding "Associate Degree" by the total number responding to the survey. Express as a percent.

Recording Form:
A numerical response should be recorded as a percent.

E3. Goal Completion %

Location of Data:
Nonreturning Student Follow-up - Q 2

Calculations Required:
Sum the number responding fully and partially completed. Divide by the total number responding to the survey. Express as a percent.

Recording Form:
A numerical response should be recorded as a percent.

Analysis Parameters:

Positives

E3.1 Goal completion rate increasing by more than 15%.
E3.2 Goal completion rate more than 90%.

Flags

E3.1 Goal completion rate less than 55% or a decrease for two consecutive years.

E4. Total Population Declaring

Location of Data:
Student Educational Intent - Q 4

Calculations Required:
Report the number declaring this program area as their major.

Recording Form:
A numerical response should be recorded.

Analysis Parameters:

Positives

E4.1 Total population size increasing by more than 15%.
E4.2 Total population size increasing for three consecutive years.

Flags

E4.1 No population in program for two consecutive years.
E4.2 There has been more than a 15% decrease in the population size from one year to the next.
E4.3 Population size has declined for two consecutive years.

E5. Degree Completions: Associate Degree, Certificate, Other

Location of Data:
This information may be found in your college records.

Calculations Required:
Record number in each category.

Recording Form:

A numerical response should be recorded.

Analysis Parameters:

Flags

E5.1 Nonreturning student population equals more than 45% of program enrollment.

E5.2 No certificates or associate degrees granted for a 2 year period of time.

SECTION F - MiSIS - DEMOGRAPHIC DATA

Data needed to complete this section of the MANAGER Format are taken from one of the MiSIS instruments--Student Educational Intent.

F | MiSIS | Demographic Data

	Year ____	Year ____	Year ____	Year ____	Year ____
1. Male	%	%	%	%	%
Female	%	%	%	%	%
Unspecified	%	%	%	%	%
2. Amer. Indian/Alaskan Native	%	%	%	%	%
Asian/Pacific Islander	%	%	%	%	%
Black, not Hispanic	%	%	%	%	%
Hispanic	%	%	%	%	%
White, not Hispanic	%	%	%	%	%
Nonresident Alien	%	%	%	%	%
Unspecified	%	%	%	%	%
3. 16-19	%	%	%	%	%
20-24	%	%	%	%	%
25-29	%	%	%	%	%
30-34	%	%	%	%	%
35-44	%	%	%	%	%
45-54	%	%	%	%	%
55-64	%	%	%	%	%
65-Over	%	%	%	%	%
Unspecified	%	%	%	%	%
Average Age					

F1. Sex
F2. Ethnic Group
F3. Age Data

Location of Data:
MiSIS Student Educational Intent - Demographic Section

Calculations Required:
Divide the number responding in each category (i.e., Sex, Ethnic Group, Age Data) by the total number responding to the survey.

Recording Form:
A numerical response should be recorded.

Analysis Parameters:

Positives

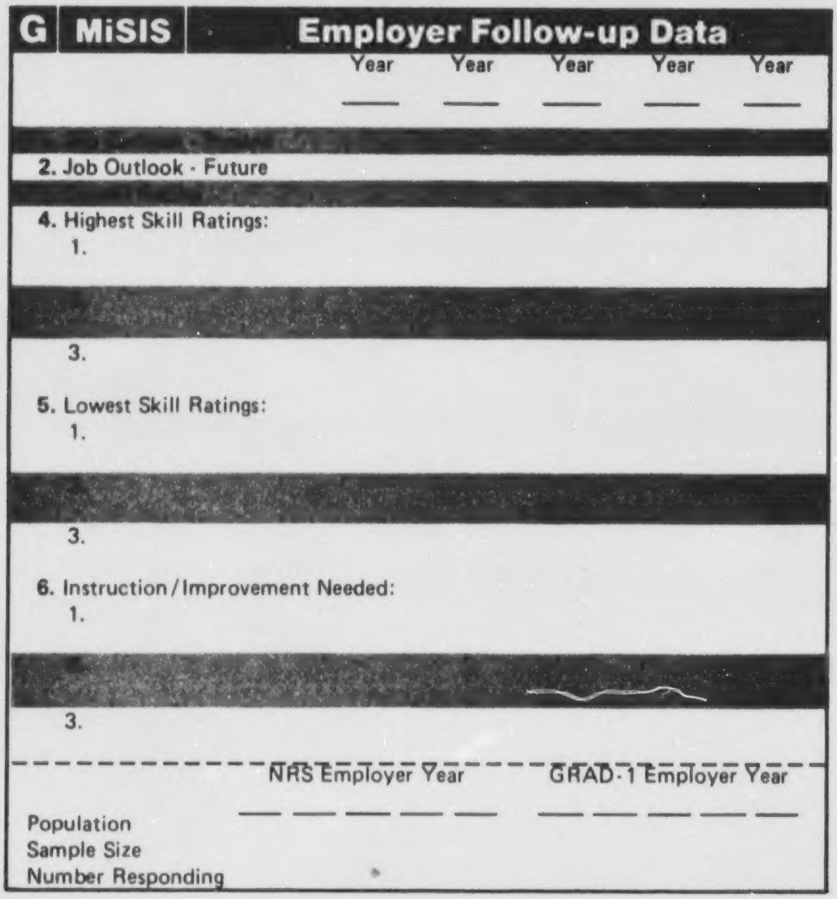
F1.1 Decrease in percentage difference between male/female ratio.

Flags

F1.1 More than 35% difference in male/female ratio.
F1.2 More than 10% difference between any one ethnic grouping in program and ethnic grouping in the college.

SECTION G - MiSIS - EMPLOYER FOLLOW-UP DATA

Data needed to complete this section of the MANAGER Format are taken from one of the MiSIS instruments--Employer Follow-up.



G MiSIS Employer Follow-up Data

	Year ___	Year ___	Year ___	Year ___	Year ___
[illegible]					
2. Job Outlook - Future					
[illegible]					
4. Highest Skill Ratings: 1.					
[illegible]					
3.					
5. Lowest Skill Ratings: 1.					
[illegible]					
3.					
6. Instruction/Improvement Needed: 1.					
[illegible]					
3.					

	NRS Employer Year	GRAD-1 Employer Year
	___ ___ ___ ___ ___	___ ___ ___ ___ ___
Population		
Sample Size		
Number Responding		

G1. Job Outlook - Present
G2. Job Outlook - Future

Location of Data:
Employer Follow-up - Q 6

Calculations Required:
Derive median response values.

Recording Form:
A narrative response should be recorded.

Analysis Parameters:

Positives

G1-G2. Any median or midpoint rating which is in the "Very Good" category.

Flags

G1-G2. Any median or midpoint rating which is in the "Poor" or "Very Poor" category.

G3. Overall Rating

Location of Data:
Employer Follow-up - Q 5

Calculations Required:
Derive median response value.

Recording Form:
A narrative response should be recorded.

Analysis Parameters:

Positives

G3. Any median or midpoint value which is in the "Very Good" category.

Flags

G3. Any median or midpoint value which is in the "Poor" or "Very Poor" category.

G4. Highest Skill Ratings
G5. Lowest Skill Ratings

Location of Data:
Employer Follow-up - Q 3,4

Calculations Required:
Derive the median response value for each of the areas in questions 3 and 4. Select the three highest areas rated from among questions 3 and 4. Select the lowest rated areas from among questions 3 and 4.

Recording Form:
Narrative responses should be recorded.

Analysis Parameters:

Positives

G4. All of the three highest skills rated.

Flags

G5. All of the three lowest skills rated.

G6. Instruction/Improvement Needed:

Location of Data:
Employer Follow-up - Q A, B

Calculations Required:
Categorize the open-ended responses and compute the frequencies for each category. Select the most frequently mentioned areas from among questions A and B. Only the most recent year of data should be recorded. However, an institution may choose to report two years of data.

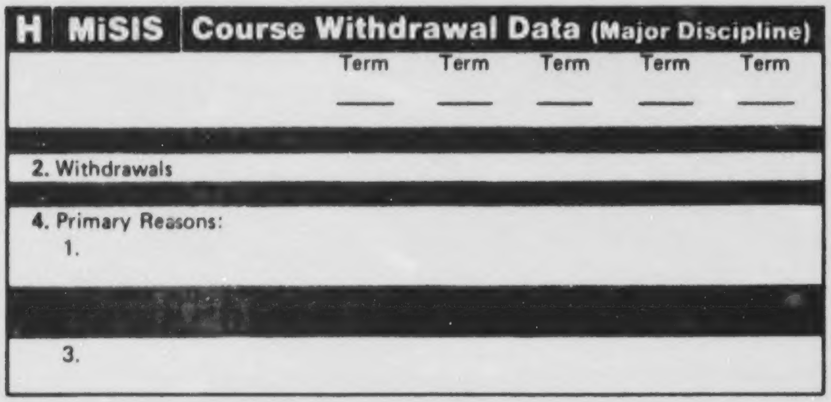
Recording Form:
Narrative responses should be recorded.

Analysis Parameters:

	Flags
G6.	All of the three areas listed.

SECTION H - MiSIS - COURSE WITHDRAWAL DATA (MAJOR DISCIPLINE)

Data needed to complete this section of the MANAGER Format are taken from one of the MiSIS instruments--Course Withdrawal Card, your ACS records, and your college's records.



H MiSIS Course Withdrawal Data (Major Discipline)

	Term ____	Term ____	Term ____	Term ____	Term ____
2. Withdrawals					
4. Primary Reasons: 1.					
3.					

H1. Headcount (duplicated)

Location of Data:
This information can be found in your institution's ACS records.

Calculations Required:
The headcount for one course delivered is the total number of students enrolled in the course as of the count date. An academic period headcount total is determined by summing the headcount for all courses delivered (duplicated) during the academic period.

Recording Form:
This information should be recorded per term. A numerical response should be recorded.

H2. Withdrawals

Location of Data:
College records or Course Withdrawal Card - Q 1

Calculations Required:
Report the number responding to question 1 or the number you have available in your college records.

Recording Form:
A numerical response should be recorded.

H3. Withdrawal %

Location of Data:
College records or Course Withdrawal Card - Q 1

Calculations Required:
Divide the number of withdrawals by the headcount figure. Express as a percent.

Recording Form:
A numerical response should be recorded as a percent.

Analysis Parameters:
Flags
H3. Withdrawal percentage is more than 20%.

H4. Primary Reasons

Location of Data:
Course Withdrawal Card - Q 2

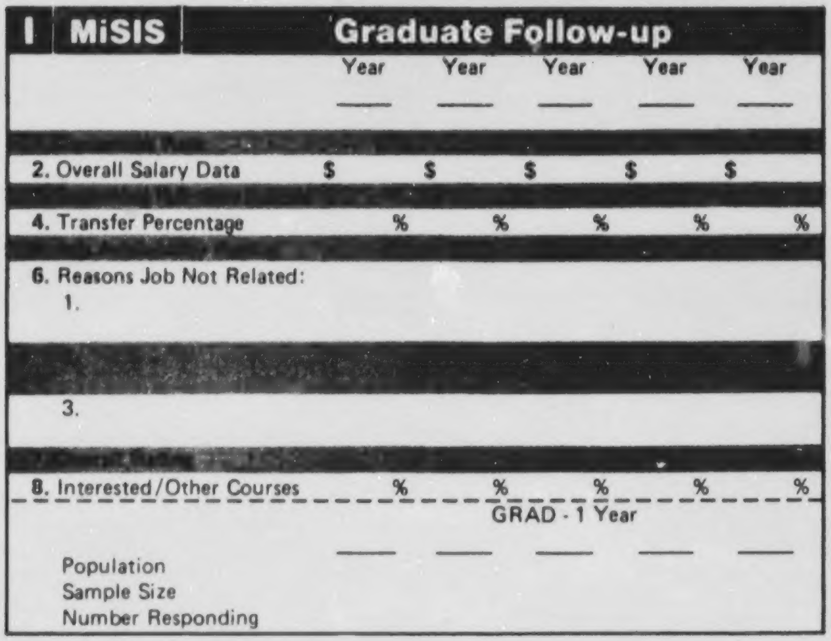
Calculations Required:
Report the three most frequent reasons given.

Recording Form:
Narrative responses should be recorded.

Analysis Parameters:
Flags
H4. One of the top three reasons listed for withdrawal is "Dissatisfaction with course content" or "Dissatisfaction with instruction".

SECTION I - MiSIS - GRADUATE FOLLOW-UP

Data needed to complete this section of the **MANAGER** Format are taken from one of the MiSIS instruments--Graduate Follow-up First Year.



I	MiSIS	Graduate Follow-up				
		Year ____	Year ____	Year ____	Year ____	Year ____
[illegible]						
2. Overall Salary Data		$	$	$	$	$
[illegible]						
4. Transfer Percentage		%	%	%	%	%
[illegible]						
6. Reasons Job Not Related: 1.						
[illegible]						
3.						
[illegible]						
8. Interested/Other Courses		%	%	%	%	%
		GRAD - 1 Year				
		____	____	____	____	____
Population						
Sample Size						
Number Responding						

I1. Placement Rate

Location of Data:
Graduate Follow-up First Year - Q C 2

Calculations Required:
Divide the number responding "yes" by the total number responding to the survey. Express as percent.

Recording Form:
A numerical response should be recorded as a percent.

Analysis Parameters:

Positives

I1. Placement rate more than 90% or increase of more than 10%.

Flags

I1. Placement rate less than 63% or a decrease of more than 10%.

I2. Overall Salary Rating

Location of Data:
Graduate Follow-up Year - Q C 3

Calculations:
Compute the average salary for students employed. Remember to convert to a standard unit (i.e., hourly, weekly, monthly, or yearly) before computing the average.

Recording Form:
A numerical response should be recorded in terms of average dollars.

I3. Beginning Full-Time Salaries

Location of Data:
Graduate Follow-up First Year - Q C 3

Calculations Required:
Compute the average salary after deleting those students who were already employed in the related field (i.e., delete those students who responded "yes" to question C 8. Remember to convert to a standard unit.

Recording Form:
A numerical response should be recorded in terms of average dollars.

I4. Transfer Percentage

Location of Data:
Graduate Follow-up First Year - Q B 4

Calculations Required:
Divide the number of students responding status 1 and 2 by the total number responding to the survey.

Recording Form:
A numerical response should be recorded in terms of percent.

I5. Job Availability

Location of Data:
Graduate Follow-up First Year - Q C 9

Calculations Required:
Derive the median response value.

Recording Form:
A narrative response should be recorded.

Analysis Parameters:

Positives

I5. Any median or midpoint rating which is in the "Very Good" category.

Flags

I5. Any median or midpoint rating which is in the "Poor" or "Very Poor" category.

I6. Reasons Job Not Related

Location of Data:
Graduate Follow-up First Year - Q D 1

Calculations Required:
Report the three most frequent reasons given.

Recording Form:
A narrative response should be recorded.

Analysis Parameters:

Flags

I6. One of the top three reasons for job not related is "could not find job in field of preparation" or "not sufficiently qualified for a job in my field of college preparation".

I7. Overall Rating

Location of Data:
Graduate Follow-up First Year - Q C 6

Calculations Required:
Derive median response value

Recording Form:
A narrative response should be recorded.

Analysis Parameters:

Positives

I7. Any median or midpoint rating which is in the "Very Good" category.

Flags

I7. Any median or midpoint rating which is in the "Poor" or "Very Poor" category.

I8. Interested/Other Courses

Location of Data:
Graduate Follow-up First Year - Q D 3

Calculations Required:
Divide the number responding "yes" by the number responding. Express as a percent.

Recording Form:
A numerical response should be recorded as a percent.

Once your institution has formatted and reviewed the data, a list of "positives" and "flags" should be documented. Appendix G contains a sample of how the "positives" and "flags" may be documented.

STEP 3: QUESTIONS/CONCERNS

The MANAGER team is responsible for the generation of questions and/or concerns resulting from the output format and analysis parameter review. This is a crucial point in the MANAGER plan process. To make the MANAGER process worthwhile, the institutional manager must ensure that the correct questions are asked. These questions and/or concerns should be documented in a clear and concise manner and discussed with those who are expected to provide responses. As a result of this process, it may be found that the issues are settled. If so, there may be no reason to continue the process.

Following are examples of some questions which might be generated from the review of the MANAGER format:

1. What justification is there for continuation of this program when available information demonstrates low and declining placement rates, difficulties in students locating jobs, and low job outlook ratings being given by employers?
2. What positive actions need to take place to lower the course withdrawal rate?
3. What factors are attributable to the high nonreturning student population and increasing drop-out rate? (Appendix H contains a list of sample questions.)

STEP 4: RESPONSE REPORTS

The response reports are the result of addressing the questions/concerns. They are the responsibility of the appropriate department chairpeople or faculty/staff who have responsibility in the area of study. These response reports should be documented in a manner which responds to all of the questions and/or concerns that have been derived by the MANAGER team.

Following is an example of a response report:

> What justification is there for continuation of this program when available information demonstrates low and declining placement rates, difficulties in students locating jobs, and low job outlook ratings being given by employers?
>
> Justification of a program as it currently operates is not possible, due to the fact that students are provided with no experience in the use of computerized drafting equipment. The demand for students with this expertise is stable and is expected to increase. The program is out of date. (As reported by the department chairperson and all faculty/staff of the program.)

Once response reports have been presented, the MANAGER team then identifies possible alternative means of dealing with the problem area(s).

Following are examples of possible alternatives:

1. Promote the program as it stands.
2. Enhance the program with some additional equipment.
3. Modify the program. Carefully examine the correlation of course objectives with the skills required in the current and future market.
4. No decision - continue the program as it is.
5. Continue the program as is, but on a smaller scale.
6. Cut back both funding and activity in the program.
7. Delete the program.

STEP 5: DECISION PROCESS

One of the first occurrences in this stage is to again ask the question "do the issues appear to be settled at this time?" If not, the various alternatives which are possible should be reviewed again as they apply directly to the issues. It is extremely important that each possible alternative be clearly understood in terms of relative impact, cost involved, repercussions, risks, etc. Once these alternatives are clearly understood, they should be prioritized. This "prioritization" results in a hierarchy of potential decisions. The top priority alternative may not always be the correct decision in terms of the vast number of economical, political, and "correct timing" issues. Once these alternatives are prioritized, the decision process is made much easier.

STEP 6: RESULTS DETERMINATION

Once the decision has been implemented, the result of the decision should be carefully monitored. If the issue is settled, the MANAGER plan has met its objective. If the issue is not settled (problem not solved), the result of the decision should be evaluated. It is possible that the wrong decision was made. In this case, the possible alternatives should be reprioritized and another decision made.

The realization of the impact of the results of the decision actually begins at the point that the decision is implemented and carried through. The decision implementation process is extremely crucial in terms of timing, political environment, repercussions, personalities, etc. After the decision is implemented, the relative impact of that decision should be monitored closely. The primary purpose of this monitoring process is to once again ask the question "are the issues settled?" Given the assumption that the appropriate decision is made and it is correctly implemented, the issues should have been settled at this point and the management plan would have reached its objective. Even if the desired outcome is not accomplished, the results of the decision should be derived and evaluated. It is possible that the entire MANAGER process could be recycled or, if it is believed the wrong decision was made, the various alternatives may be reprioritized with another decision resulting.

USES OF MANAGER

The first and, perhaps, most legitimate question asked of the MANAGER might well be "does use of MANAGER yield better decisions and more capably managed colleges?" No one has yet developed adequate measures of 'decision quality' by which MANAGER could be evaluated in terms of cost effectiveness or impact. It is known, however, that there have been increased demands over the last few years for college administrators to increase their reliance on quantifiable data in decision making. The use of the MANAGER provides the college administrator (1) with the opportunity to learn more about the college, (2) with new ideas and stimulating management thought, and (3) with general background information that helps that administrator make decisions with greater confidence. In the development of the MANAGER, benefits to the college were itemized as a means to exemplify its use. Some of those benefits are listed below:

1. Can be used to demonstrate the activities of a local community college program;
2. Can display information relative to the role and impact of the community college;
3. Can be used to make decisions regarding the allocation of departmental funds at the institution;
4. Can assist in overall management decision-making at the community college level;
5. Can assist in determining the relative effectiveness of programs;
6. Highlights certain data items from MiSIS, PROE, and ACS in an integrated manner for analysis purposes;
7. Can assist in monitoring the develoment of programs;

8. Provides accurate information in a succinct and well-defined manner;
9. Can be used to display program information to others on an "as needed" basis;
10. Integrates cost data with other measures of program effectiveness;
11. Can assist in justification, enhancement, and elimination of programs;
12. Presents data in a concise manner for public relations, recruitment and retention, and institutional promotion efforts;
13. Can be used to seek additional funds for program areas;
14. Can be used in accreditation visits and program approvals; and
15. Can be used as part of bias review procedures to identify possible sex, ethnic, or other bias in areas of study.

The MANAGER can also be used to:

- determine policy
- establish goals and objectives
- develop plans and planning detail
- take administrative action
- allocate and re-allocate funds
- obtain additional funds
- add or drop courses and programs
- change curricula
- change enrollment and completion requirements
- enhance public relations.

The MANAGER benefits the Michigan community colleges as a means through which responses to requests for program evaluation can be made. Not only are state vocational funding and accrediting agencies making such demands but also numerous external entities are looking for evidence, in administrations, of the use of information-based and reliable approaches to decision making. The benefits of the MANAGER do not, however, come unfiltered by limitation. Although the MANAGER provides valuable support for the exploration and definition of alternative courses of action within as broad a spectrum as possible, the users of the MANAGER may not be altogether comfortable with the risks of making decisions among multiple alternatives. Another barrier to the use of the MANAGER may be that the costs of acquiring the MANAGER source data will be competing with the resource needs of instruction and other college functions.

The MANAGER is a comparison process. Enrollment, outcomes, perceptions and opinions are compared among each other and to costs. The MANAGER provides standardized procedures to combine various factors concerning the purposes, actual performance and results of programs that can then be compared for evaluative purposes.

The MANAGER process can be focused on the:

1. Comparison of a given program for one year or period to the same program for previous year(s) or period(s);
2. Comparison of two or more similar programs within the same institution for the same year;
3. Comparison of all programs within the same institution for the same year; and
4. Comparison of a program at one institution with the same or a similar program at another institution for the same year.

While MANAGER is a comprehensive system containing many data elements, it does not exhaust the list of possible data sources. Your institution may wish to include data from sources aside from MiSIS, PROE, and ACS based on its needs.

APPENDIX A

FORM FOR RECORDING MANAGER TIME LINE

Time When the Activity
Will Occur

		Months																			
Management Function	Completion Date	1	2	3	4	5	6	7	8	9	10	11	12								

APPENDIX B

1

Michigan Community Colleges

COLLEGE ______________________

FACULTY PERCEPTIONS OF OCCUPATIONAL EDUCATION PROGRAMS

INSTRUCTIONS TO RESPONDENTS

On the following pages you are asked to give your perceptions of your occupational program (such as **registered** nursing, automotive technology, secretarial science). The items you are asked to rate are grouped into the major components of the Program Review in Occupational Education (PROE) system, namely:

- Goals and Objectives
- Processes
- Resources

Rate each item by checking your best judgment on a five point scale ranging from poor to excellent. Only check one answer per item. A "Don't Know" column has been provided in the event you really don't have sufficient information to rate an item. Space has been provided for you to note comments that may help to clarify your ratings or to indicate modifications of a standard to make it more relevant for your program.

Criteria for excellent and poor ratings are provided for each item. *Excellent* represents a nearly ideal or exemplary situation; *poor*, one of serious inadequacy. As a guide, ratings may be made with the following in mind:

EXCELLENT means ideal, top 5 to 10%
GOOD is a strong rating, top 1/3rd
ACCEPTABLE is average, the middle 1/3rd
BELOW EXPECTATIONS is only fair, bottom 1/3rd
POOR is seriously inadequate, bottom 5 to 10%

This form may be completed as a *consensus* evaluation by the principal persons involved with a specific occupational program. Examples of such persons would be instructors, department or division chairpersons, program coordinators, and administrators such as occupational dean. If preferred, respondents may complete individual forms.

To help with tabulation of responses, please provide the information requested below before completing your rating.

PROGRAM TITLE ______________________ USOE CODE # __ __ . __ __ __ __ __ __

PERSONS PARTICIPATING IN CONSENSUS EVALUATION OR INDIVIDUAL COMPLETING THIS FORM:

Name ______________________	Title ______________________
______________________	______________________
______________________	______________________
______________________	______________________
______________________	______________________

Thanks for your cooperation!

1

PROE
Michigan Community Colleges

FACULTY PERCEPTIONS OF OCCUPATIONAL EDUCATION PROGRAMS

	Keypunch Instructions	Poor 1	Below Expectations 2	Acceptable 3	Good 4	Excellent 5	Don't Know	COMMENTS (Please note explanat remarks or needs for i provement)
GOALS AND OBJECTIVES								
1. Participation in Development of College Occupational Education Program Plan *Excellent*—Administrators and/or other supervisory personnel involved in developing and revising the college plan for this occupational program seek and respond to faculty, student and community input. *Poor*—Development of the plan for this program is basically the work of one or two persons in the college.	1							
2. Program Goals *Excellent*—Written goals for this program state realistic outcomes (such as planned enrollments, completions, placements) and are used as one measure of program effectiveness. *Poor*—No written goals exist for this program.	2							
3. Course Objectives *Excellent*—Written measurable objectives have been developed for all occupational courses in this program and are used to plan and organize instruction. *Poor*—No written objectives have been developed for courses in this program.	3							
4. Competency Based Performance Objectives *Excellent*—Competency based performance objectives are on file in writing, consistent with employment standards, and tell students what to expect and help faculty pace instruction. *Poor*—Competency based performance objectives have not been developed for courses in this program.	4							
5. Use of Competency Based Performance Objectives *Excellent*—Competency based performance objectives are distributed to students and used to assess student progress. *Poor*—Competency based performance objectives are not used with students for progress evaluation nor are students aware that they exist.	5							
6. Use of Information on Labor Market Needs *Excellent*—Current data on labor market needs and emerging trends in job openings are systematically used in developing and evaluating this program. *Poor*—Labor market data is not used in planning or evaluation.	6							
7. Use of Information on Job Performance Requirements *Excellent*—Current data on job performance requirements and trends are systematically used in developing and evaluating this program and content of its courses. *Poor*—Job performance requirements information has not been collected for use in planning and evaluating.	7							

PROE

Michigan Community Colleges

FACULTY PERCEPTIONS OF CCUPATIONAL EDUCATION PROGRAMS

1

	Keypunch Instructions	Poor 1	Below Expectations 2	Acceptable 3	Good 4	Excellent 5	Don't Know	COMMENTS (Please note explanatory remarks or needs for improvement)
GOALS AND OBJECTIVES (Continued)								
8. Use of Profession/Industry Standards *Excellent*—Profession/industry standards (such as licensing, certification, accreditation) are consistently used in planning and evaluating this program and content of its courses. *Poor*—Little or no recognition is given to specific profession/industry standards in planning and evaluating this program.	8							
9. Use of Student Follow-Up Information *Excellent*—Current follow-up data on completers and leavers (students with marketable skills) are consistently and systematically used in evaluating this program. *Poor*—Student follow-up information has not been collected for use in evaluating this program.	9							
PROCESSES								
10. Adaptation of Instruction *Excellent*—Instruction in all courses required for this program recognizes and responds to individual student interests, learning styles, skills, and abilities through a variety of instructional methods (such as small group or individualized instruction, laboratory or "hands on" experiences, open entry/open exit, credit by examination). *Poor*—Instructional approaches in this program do not consider individual student differences.	10							
11. Relevance of Supportive Courses *Excellent*—Applicable supportive courses (such as anatomy and physiology, technical communications, technical mathematics) are closely coordinated with this program and are kept relevant to program goals and current to the needs of students. *Poor*—Supportive course content reflects no planned approach to meeting needs of students in this program.	11							
12. Coordination with Other Community Agencies and Educational Programs. *Excellent*—Effective liaison is maintained with other programs and educational agencies and institutions (such as high schools, other community colleges, four year colleges, area vocational schools, proprietary schools, CETA) to assure a coordinated approach and to avoid duplication in meeting occupational needs of the area or community. *Poor*—College activities reflect a disinterest in coordination with other programs and agencies having impact on this program.	12							
13. Provision for Work Experience, Cooperative Education or Clinical Experience. *Excellent*—Ample opportunities are provided for related work experience, cooperative education, or clinical experience for students in this program. Student participation is well coordinated with classroom instruction and employer supervision. *Poor*—Few opportunities are provided in this program for related work experience, cooperative education, or clinical experience where such participation is feasible.	13							

1

PROE

Michigan Community Colleges

FACULTY PERCEPTIONS OF OCCUPATIONAL EDUCATION PROGRAMS

PROCESSES (Continued)

		Keypunch Instructions	Poor 1	Below Expectations 2	Acceptable 3	Good 4	Excellent 5	Don't Know	COMMENTS (Please note explanatory remarks or needs for improvement)
14. Program Availability and Accessibility *Excellent*—Students and potential students desiring enrollment in this program are identified through recruitment activities, treated equally in enrollment selection, and not discouraged by unrealistic prerequisites. The program is readily available and accessible at convenient times and locations. *Poor*—This program is not available or accessible to most students seeking enrollment. Discriminatory selection procedures are practiced.	14								
15. Provision for the Disadvantaged *Excellent*—Support services are provided for disadvantaged (such as socioeconomic, cultural, linguistic, academic) students enrolled in this program. Services are coordinated with occupational instruction and results are assessed continuously. *Poor*—No support services are provided for disadvantaged students enrolled in this program.	15								
16. Provision for the Handicapped. *Excellent*—Support services are provided for handicapped (physical, mental, emotional, and other health impairing handicaps) students enrolled in this program. Facilities and equipment adaptations are made as needed. Services and facilities modifications are coordinated with occupational instruction and results are assessed continuously. *Poor*—No support services or facilities and equipment modifications are available for handicapped students enrolled in this program.	16								
17. Efforts to Achieve Sex Equity *Excellent*—Emphasis is given to eliminating sex bias and sex stereotyping in this program: staffing, student recruitment, program advisement, and career counseling; access to and acceptance in programs; selection of curricular materials; instruction; job development and placement. *Poor*—Almost no attention is directed toward achieving sex equity in this program.	17								
18. Provision for Program Advisement *Excellent*—Instructors or other qualified personnel advise students (day, evening, weekend) on program and course selection. Registration procedures facilitate course selection and sequencing. *Poor*—Instructors make no provision for advising students on course and program selection.	18								
19. Provision for Career Planning and Guidance *Excellent*—Day, evening, and weekend students in this program have ready access to career planning and guidance services. *Poor*—Little or no provision is made for career planning and guidance services for students enrolled in this program.	19								

PROE

Michigan Community Colleges

FACULTY PERCEPTIONS OF OCCUPATIONAL EDUCATION PROGRAMS

1

	Keypunch Instructions	Poor 1	Below Expectations 2	Acceptable 3	Good 4	Excellent 5	Don't Know	COMMENTS (Please note explanatory remarks or needs for improvement)
PROCESSES (Continued)								
20. Adequacy of Career Planning and Guidance *Excellent*—Instructors or other qualified personnel providing career planning and guidance services have current and relevant occupational knowledge and use a variety of resources (such as printed materials, audiovisuals, job observation) to meet individual student career objectives. *Poor*—Career planning and guidance services are ineffective and staffed with personnel who have little occupational knowledge.	20							
21. Provision for Employability Information. *Excellent*—This program includes information which is valuable to students as employees (on such topics as employment opportunities and future potential, starting salary, benefits, responsibilities and rights). *Poor*—Almost no emphasis is placed on providing information important to students as employees.	21							
22. Placement Effectiveness for Students in this Program *Excellent*—The college has an effectively functioning system for locating jobs and coordinating placement for students in this program. *Poor*—The college has no system or an ineffective system for locating jobs and coordinating placement for occupational students enrolled in this program.	22							
23. Student Follow-up System *Excellent*—Success and failure of program leavers and completers are assessed through periodic follow-up studies. Information learned is made available to instructors, students, advisory committee members and others concerned (such as counselors) and is used to modify this program. *Poor*—No effort is made to follow up former students of this program.	23							
24. Promotion of this Occupational Program *Excellent*—An active and organized effort is made to inform the public and its representatives (such as news media, legislators, board, business community) of the importance of providing effective and comprehensive occupational education and specific training for this occupation to gain community support. *Poor*—There is no organized public information effort for this program.	24							
RESOURCES								
25. Provision for Leadership and Coordination *Excellent*—Responsibility, authority, and accountability for this program are clearly identified and assigned. Administrative effectiveness is achieved in planning, managing, and evaluating this program. *Poor*—There are no clearly defined lines of responsibility, authority, and accountability for this program.	25							

PROE

Michigan Community Colleges

FACULTY PERCEPTIONS OF OCCUPATIONAL EDUCATION PROGRAMS

RESOURCES (Continued)

		Keypunch Instructions	Poor 1	Below Expectations 2	Acceptable 3	Good 4	Excellent 5	Don't Know	COMMENTS (Please note explanatory remarks or needs for improvement)
26. Qualifications of Administrators and/or Supervisors *Excellent*—All persons responsible for directing and coordinating this program demonstrate a high level of administrative ability. They are knowledgeable in and committed to occupational education. *Poor*—Persons responsible for directing and coordinating this program have little administrative training, education, and experience.	26								
27. Instructional Staffing *Excellent*—Instructional staffing for this program is sufficient to permit optimum program effectiveness (such as through enabling instructors to meet individual student needs, providing liaison with advisory committees, and assisting with placement and follow-up activities). *Poor*—Staffing is inadequate to meet the needs of this program effectively.	27								
28. Qualifications of Instructional Staff *Excellent*—Instructors in this program have two or more years in relevant employment experience, have kept current in their field, and have developed and maintained a high level of teaching competence. *Poor*—Few instructors in this program have relevant employment experience or current competence in their field.	28								
29. Professional Development Opportunities *Excellent*—The college encourages and supports the continuing professional development of faculty through such opportunities as conference attendance, curriculum development, work experience. *Poor*—The college does not encourage or support professional development of faculty.	29								
30. Use of Instructional Support Staff *Excellent*—Paraprofessionals (such as aides, laboratory assistants) are used when appropriate to provide classroom help to students and to ensure maximum effectiveness of instructors in the program. *Poor*—Little use is made of instructional support staff in this program.	30								
31. Use of Clerical Support Staff *Excellent*—Office and clerical assistance is available to instructors in this program and used to ensure maximum effectiveness of instructors. *Poor*—Little or no office and clerical assistance is available to instructors; ineffective use is made of clerical support staff.	31								
32. Adequacy and Availability of Instructional Equipment. *Excellent*—Equipment used on or off campus for this program is current, representative of that used on jobs for which students are being trained, and in sufficient supply to meet the needs of students. *Poor*—Equipment for this program is outmoded and in insufficient quantity to support quality instruction.	32								

1

PROE
Michigan Community Colleges

FACULTY PERCEPTIONS OF OCCUPATIONAL EDUCATION PROGRAMS

RESOURCES (Continued)

	Keypunch Instructions	Poor 1	Below Expectations 2	Acceptable 3	Good 4	Excellent 5	Don't Know	COMMENTS (Please note explanatory remarks or needs for improvement)
33. Maintenance and Safety of Instructional Equipment *Excellent*—Equipment used for this program is operational, safe, and well maintained. *Poor*—Equipment used for this program is often not operable and is unsafe.	33							
34. Adequacy of Instructional Facilities *Excellent*—Instructional facilities (excluding equipment) meet the program objectives and student needs, are functional and provide maximum flexibility and safe working conditions. *Poor*—Facilities for this program generally are restrictive, disfunctional, or overcrowded.	34							
35. Scheduling of Instructional Facilities *Excellent*—Scheduling of facilities and equipment for this program is planned to maximize use and be consistent with quality instruction. *Poor*—Facilities and equipment for this program are significantly under- or over-scheduled.	35							
36. Adequacy and Availability of Instructional Materials and Supplies *Excellent*—Instructional materials and supplies are readily available and in sufficient quantity to support quality instruction. *Poor*—Materials and supplies in this program are limited in amount, generally outdated, and lack relevance to program and student needs.	36							
37. Adequacy and Availability of Learning Resources *Excellent*—Learning resources for this program are available and accessible to students, current and relevant to the occupation, and selected to avoid sex bias and stereotyping. *Poor*—Learning resources for this program are outdated, limited in quantity, and lack relevance to the occupation.	37							
38. Use of Advisory Committees *Excellent*—The advisory committee for this program is active and representative of the occupation. *Poor*—The advisory committee for this program is not representative of the occupation and rarely meets.	38							
39. Provisions in Current Operating Budget *Excellent*—Adequate funds are allocated in the college operating budget to support achievement of approved program objectives. Allocations are planned to consider instructor budget input. *Poor*—Funds provided are seriously inadequate in relation to approved objectives for this program.	39							
40. Provisions in Capital Outlay Budget for Equipment *Excellent*—Funds are allocated in a planned effort to provide for needed new equipment and for equipment replacement and repair, consistent with the objectives for this program and based on instructor input. *Poor*—Equipment needs in this program are almost totally unmet in the capital outlay budget.	40							

PROE

Michigan Community Colleges

FACULTY PERCEPTIONS OF OCCUPATIONAL EDUCATION PROGRAMS

ADDITIONAL STANDARDS IDENTIFIED BY COLLEGE	Keypunch Instructions	Poor 1	Below Expectations 2	Acceptable 3	Good 4	Excellent 5	Don't Know	COMMENTS (Please note explanatory remarks or needs for improvement)
41.	41							
42.	42							
43.	43							
44.	44							
45.	45							

1

PROE
Michigan Community Colleges

FACULTY PERCEPTIONS OF OCCUPATIONAL EDUCATION PROGRAMS

Please answer the following: (Use back of page and extra sheets if necessary).

1. What are the chief occupational education strengths of your program?

2. What are the major needs for improvement in your program and what action is required to achieve these improvements?

PLEASE IDENTIFY THE POSITION OF THE PERSON COMPLETING THIS FORM AND THE OCCUPATIONAL PROGRAM (such as registered nursing, data processing).

Check One:
Division/Department Chair _____
Faculty _____
Counselor _____
Other, please specify: _____ ________________

Program: ________________________________

2

PROE

Michigan Community Colleges

STUDENT PERCEPTIONS OF OCCUPATIONAL EDUCATION PROGRAMS

College ____________________

Title of Your Program ____________________

Check statement that best describes your objective for attending the college:

- Prepare to get a job .... ______
- Improve job skills for present occupation .... ______
- Prepare for transfer to another college .... ______
- Personal interest .... ______
- Other (Describe) .... ______

____

INSTRUCTIONS: Rate each item using the following guide:
EXCELLENT means nearly ideal, top 5 to 10%
GOOD is a strong rating, top one-third
ACCEPTABLE is average, the middle-third
BELOW EXPECTATIONS is only fair, bottom one-third
POOR is seriously inadequate, bottom 5 to 10%

A Comment column has been provided if you wish to explain your rating

Please rate each item below:	Keypunch Instructions	Poor 1	Below Expectations 2	Acceptable 3	Good 4	Excellent 5	Don't Know	COMMENTS
1. Courses in your occupational program are:								
•Available and conveniently located.	1							
•Based on realistic prerequisites.	2							
•Available at moderate cost.	3							
2. Written objectives for courses in your occupational program:								
•Are available to students.	4							
•Describe what you will learn in the course.	5							
•Are used by the instructor to keep you aware of your progress.	6							
3. Teaching methods, procedures and course content:								
•Meet your occupational needs, interests and objectives.	7							
•Provide supervised practice for developing job skills.	8							
4. Related courses (such as English, Mathematics, Science) are:								
•Pertinent to occupational instruction.	9							
•Current and meaningful to you.	10							
5. Work experience (or clinical experience) in your occupational program is:								
•Readily available at convenient locations.	11							
•Readily available to both day and evening students.	12							
•Coordinated with classroom instruction.	13							
•Coordinated with employer supervision.	14							
6. Career planning information:								
•Meets your needs and interests.	15							
•Helps you plan your program.	16							
•Helps you make career decisions and choices.	17							

PROE
Michigan Community Colleges

STUDENT PERCEPTIONS OF OCCUPATIONAL EDUCATION PROGRAMS

	Keypunch Instructions	Poor 1	Below Expectations 2	Acceptable 3	Good 4	Excellent 5	Don't Know	COMMENTS
6. Career planning information (Continued):								
• Helps you understand your rights and responsibilities as an employee.	18							
• Helps you evaluate job opportunities in relation to salary, benefits and conditions of employment.	19							
• Is provided by knowledgeable, interested staff.	20							
• Explains nontraditional occupational opportunities for both sexes.	21							
7. Job success information on former students in your occupational program:								
• Is provided to help you make career decisions.	22							
• Indicates how many job opportunities there are in your occupation.	23							
• Identifies where these job opportunities are located.	24							
• Tells about job advancement opportunities.	25							
8. Placement services are available to:								
• Help you find employment opportunities.	26							
• Prepare you to apply for a job.	27							
9. Occupational instructors:								
• Know the subject matter and occupational requirements.	28							
• Are available to provide help when you need it.	29							
• Provide instruction so it is interesting and understandable.	30							
10. Instructional support services (such as tutoring, lab assistance) are:								
• Available to meet your needs and interests.	31							
• Provided by knowledgeable, interested staff.	32							
11. Instructional lecture and laboratory facilities:								
• Provide adequate lighting, ventilation, heating, power, and other utilities.	33							
• Include enough work stations for the number of students enrolled.	34							
• Are safe, functional, and well maintained.	35							
• Are available on an equal basis for all students.	36							
12. Instructional equipment is:								
• Current and representative of industry.	37							
• In sufficient quantity to avoid long delays in use.	38							
• Safe and in good condition.	39							
13. Instructional materials (e.g., textbooks, reference books, supplies) are:								
• Available and conveniently located for use as needed.	40							
• Current and meaningful to the subject.	41							
• Not biased toward "traditional" sex roles.	42							
• Available at reasonable cost.	43							

Michigan Community Colleges

College________________________

Advisory Committee
(Specify field)________________________

ADVISORY COMMITTEE PERCEPTIONS OF OCCUPATIONAL EDUCATION PROGRAMS

INSTRUCTIONS: Rate each item using the following guide:
EXCELLENT means nearly ideal, top 5 to 10%
GOOD is a strong rating, top one-third
ACCEPTABLE is average, the middle-third
BELOW EXPECTATIONS is only fair, bottom one-third
POOR is seriously inadequate, bottom 5 to 10%

A comment column has been provided if you wish to explain your rating.

Please rate each item below:		Keypunch Instructions	Poor 1	Below Expectations 2	Acceptable 3	Good 4	Excellent 5	Don't Know	COMMENTS
1. Instructional program content and quality are:									
• Based on performance objectives that represent job skills and knowledges required for successful entry level employment.	1								
• Designed to provide students with practical job application experience.	2								
• Responsive to upgrading and retraining needs of employed persons.	3								
• Periodically reviewed and revised to keep current with changing job practices and technology.	4								
2. Instructional equipment is:									
• Well maintained.	5								
• Current and representative of that used on the job.	6								
3. Instructional facilities:									
• Provide adequate lighting, ventilation, heating, power, and other utilities.	7								
• Allocate sufficient space to support quality instruction.	8								
• Meet essential health and safety standards.	9								
4. Placement:									
• Services are available to students completing the program.	10								
• Job opportunities exist for students completing the program or leaving with marketable skills.	11								
5. Follow-up studies on program completers and leavers (Students with marketable skills):									
• Demonstrate that students are prepared for entry level employment.	12								
• Collect information on job success and failure of former students.	13								
• Provide information used to review and, where warranted, revise the program.	14								

PROE
Michigan Community Colleges

ADVISORY COMMITTEE PERCEPTIONS OF OCCUPATIONAL EDUCATION PROGRAMS

College ____________________

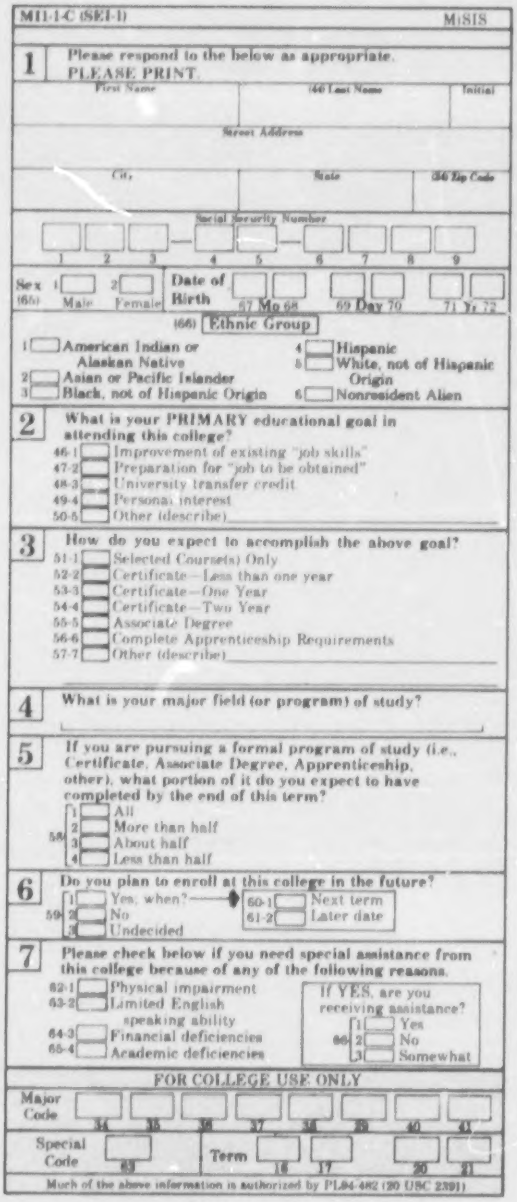
Advisory Committee
(Specify field) ____________________

Please answer the following:

1. What are the major strengths of the college's occupational program in your field(s)?

2. What are the major needs for improvement in the college's occupational program in your field(s)?

3. Do you have additional comments or suggestions for the program or for utilization of the advisory committee? If so, please state briefly.



MI1-1-C (SEI-1) MiSIS

1 Please respond to the below as appropriate. PLEASE PRINT.

First Name	(44) Last Name	Initial

Street Address

City	State	(54) Zip Code

Social Security Number

☐ ☐ ☐ — ☐ ☐ — ☐ ☐ ☐ ☐
1 2 3 4 5 6 7 8 9

Sex (65) 1☐ Male 2☐ Female

Date of Birth ☐☐ 67 Mo 68 ☐☐ 69 Day 70 ☐☐ 71 Yr 72

(66) **Ethnic Group**

- 1☐ American Indian or Alaskan Native
- 2☐ Asian or Pacific Islander
- 3☐ Black, not of Hispanic Origin
- 4☐ Hispanic
- 5☐ White, not of Hispanic Origin
- 6☐ Nonresident Alien

2 What is your PRIMARY educational goal in attending this college?

- 46-1☐ Improvement of existing "job skills"
- 47-2☐ Preparation for "job to be obtained"
- 48-3☐ University transfer credit
- 49-4☐ Personal interest
- 50-5☐ Other (describe)________

3 How do you expect to accomplish the above goal?

- 51-1☐ Selected Course(s) Only
- 52-2☐ Certificate—Less than one year
- 53-3☐ Certificate—One Year
- 54-4☐ Certificate—Two Year
- 55-5☐ Associate Degree
- 56-6☐ Complete Apprenticeship Requirements
- 57-7☐ Other (describe)________

4 What is your major field (or program) of study?

____

5 If you are pursuing a formal program of study (i.e., Certificate, Associate Degree, Apprenticeship, other), what portion of it do you expect to have completed by the end of this term?

58
- 1☐ All
- 2☐ More than half
- 3☐ About half
- 4☐ Less than half

6 Do you plan to enroll at this college in the future?

59
- 1☐ Yes, when? → 60-1☐ Next term / 61-2☐ Later date
- 2☐ No
- 3☐ Undecided

7 Please check below if you need special assistance from this college because of any of the following reasons.

- 62-1☐ Physical impairment
- 63-2☐ Limited English speaking ability
- 64-3☐ Financial deficiencies
- 65-4☐ Academic deficiencies

If YES, are you receiving assistance?

66
- 1☐ Yes
- 2☐ No
- 3☐ Somewhat

FOR COLLEGE USE ONLY

Major Code ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐
34 35 36 37 38 39 40 41

Special Code ☐ 63

Term ☐ ☐ ☐ ☐
16 17 20 21

Much of the above information is authorized by PL94-482 (20 USC 2391)

MI5-1-B (EMP) MiSIS Term:

PROJECT FOLLOW-UP

—1

Please make corrections to the information above if necessary.

Note: This survey is authorized by Public Laws 20 USC 2312 and 20 USC 2391. While you are not required to respond to this survey, your cooperation is needed to insure that the results of this effort be comprehensive, reliable, and timely.

—44

FOR COLLEGE USE ONLY

SEX

65—
- M ☐ Male
- F ☐ Female

ETHNIC GROUP

66—
- 5 ☐ American Indian or Alaskan Native
- 4 ☐ Asian or Pacific Islander
- 2 ☐ Black, not of Hispanic Origin
- 3 ☐ Hispanic
- 1 ☐ White, not of Hispanic Origin
- 6 ☐ Nonresident Alien

AGE

67—
- B ☐ 16-19
- C ☐ 20-24
- D ☐ 25-29
- E ☐ 30-34
- F ☐ 35-44
- G ☐ 45-54
- H ☐ 55-64
- I ☐ 65 and over

Term Date

Mo ☐ ☐ Yr ☐ ☐
16 17 20 21

Completion Code ☐
73

Group Code

33—
- A ☐ O/T
- B ☐ UT
- C ☐ OTH
- D ☐ VC

Course Type Code

74—
- 1 ☐ Coop
- 2 ☐ Non-Coop

Major Code

☐ ☐ ☐ ☐
34 35 36 37

☐ ☐ ☐ ☐
38 39 40 41

Target Pop. Code

75—
- 1 ☐ REG
- 2 ☐ DAVT
- 3 ☐ HNCP
- 4 ☐ LEP

EMP Code ☐
62

Special Code ☐
63

Level Code

76—
- 2 ☐ Postsecondary
- 3 ☐ Adult-LT
- 4 ☐ Adult-ST
- 5 ☐ OTH

IDENTIFICATION ______________________________

☐ ☐ ☐ ☐ ☐ EJT
46 47 48 49 50

JOB TITLE ______________________________

☐ ☐ ☐ ☐

PROGRAM MAJOR ______________________________

☐ ☐ ☐ SIC
55 56 57

____

EMPLOYER (COMPANY NAME - INSTITUTION - ORGANIZATION, ETC.)

1 **Is the job title and status of this individual accurate?**

58—
- 1 ☐ Yes
- 2 ☐ No; IF NO, please describe change(s) below.

____

____

2 **What is your relationship with this individual?**

- 59-1 ☐ Employer
- 60-1 ☐ Supervisor
- 61-1 ☐ Personnel staff
- 62-1 ☐ Co-worker
- 63-1 ☐ Other (describe) ______________________________

____

OVER PLEASE!

3 Please rate the training received by this individual in the following areas. Please respond only to those areas you one feel are appropriate.

		Very Good 1	Good 2	Average 3	Poor 4	Very Poor 5
a. Accepting responsibility	64-	☐	☐	☐	☐	☐
b. Punctuality	65-	☐	☐	☐	☐	☐
c. Personal initiative	66-	☐	☐	☐	☐	☐
d. Willingness to learn	67-	☐	☐	☐	☐	☐
e. Co-worker cooperation	68-	☐	☐	☐	☐	☐
f. Management cooperation	69-	☐	☐	☐	☐	☐
g. Work attendance	70-	☐	☐	☐	☐	☐
h. Work attitude	71-	☐	☐	☐	☐	☐
i. Personal appearance	72-	☐	☐	☐	☐	☐
j. Compliance with policies	73-	☐	☐	☐	☐	☐

Do not write in this column.

4 Please rate the training received by this individual in the following skill areas. Please respond only to those areas you feel are applicable to the occupational area.

		Very Good 1	Good 2	Average 3	Poor 4	Very Poor 5
a. Mathematical skills	34-	☐	☐	☐	☐	☐
b. Technical knowledge	35-	☐	☐	☐	☐	☐
c. Organizational ability	36-	☐	☐	☐	☐	☐
d. Communication skills	37-	☐	☐	☐	☐	☐
e. Problem solving skills	38-	☐	☐	☐	☐	☐
f. Work quality	39-	☐	☐	☐	☐	☐
g. Work quantity	40-	☐	☐	☐	☐	☐
h. Manual dexterity	41-	☐	☐	☐	☐	☐
i. Meeting the public	42-	☐	☐	☐	☐	☐
j. Following instructions	43-	☐	☐	☐	☐	☐
k. Operation of equipment	44-	☐	☐	☐	☐	☐

5 **What is your overall rating of the training received by this individual as it relates to the requirements of his or her job?**

45–
1 ☐ Very good
2 ☐ Good
3 ☐ Average
4 ☐ Poor
5 ☐ Very poor

6 **What, in your opinion, is the job outlook for program employees of this particular occupational field?**

Present (46–)		Future (47–)
1 ☐	Very good	1 ☐
2 ☐	Good	2 ☐
3 ☐	Average	3 ☐
4 ☐	Poor	4 ☐
5 ☐	Very poor	5 ☐

Do not write in this column.

7 **As a result of this person's training, how would you rate his or her preparation in relation to other employees in his or her working group who did not receive such training?**

48–
1 ☐ No basis for comparison
2 ☐ Individual is better prepared
3 ☐ Both are about the same
4 ☐ Individual is less prepared

8 **To what extent, if any, has this individual's training added to his or her ability for job placement and advancement?**

49–
1 ☐ Very much
2 ☐ Much
3 ☐ Average
4 ☐ Very little
5 ☐ None

9 **What was the primary source(s) for the initial hiring of this individual?**

50-1 ☐ Employment agency
51-1 ☐ College faculty member
52-1 ☐ College job placement office
53-1 ☐ Mutual acquaintance
54-1 ☐ Applicant applied on own initiative
55-1 ☐ Other (describe)________________________

____

____

A **What suggestions do you have for improving the technical and/or personal skills of future employees?**

B **What, in your opinion, are additional areas of training (job titles, skills, etc.) in which our school should become involved?**

EMP

THANK YOU FOR ASSISTING US IN OUR SURVEY! PLEASE RETURN THIS FORM IN THE PRE-PAID ENVELOPE AS SOON AS POSSIBLE!

MI3-1-C (NRS) MISIS Term:

FOR COLLEGE USE ONLY

Term Date Mo ☐ ☐ (16, 17) Yr ☐ ☐ (20, 21)

Completion Code ☐ 73

Group Code
33—
- A ☐ O/T
- B ☐ UT
- C ☐ OTH
- D ☐ VC

Course Type Code
74—
- 1 ☐ Coop
- 2 ☐ Non-Coop

Major Code ☐ ☐ ☐ ☐ (34, 35, 36, 37) ☐ ☐ ☐ ☐ (38, 39, 40, 41)

Target Pop. Code
75—
- 1 ☐ REG
- 2 ☐ DAVT
- 3 ☐ HNCP
- 4 ☐ LEP

Special Code ☐ 65

Level Code
76—
- 2 ☐ Postsecondary
- 3 ☐ Adult—LT
- 4 ☐ Adult—ST
- 5 ☐ OTH

PROJECT FOLLOW-UP

Please make corrections to the information above if necessary.

Note: This survey is authorized by Public Laws 20 USC 2312 and 20 USC 2391 While you are not required to respond to this survey, your cooperation is needed to insure that the results of this effort are comprehensive, reliable, and timely.

PLEASE CHECK APPROPRIATE BLOCK(S) WITHIN EACH CATEGORY BELOW.

SECTION A

[illegible]

Do not write in this column.

Please respond to the below as appropriate. This information is needed for equal opportunity education and employment reporting.

Major Field
(or program of study) ____________________
(At our college)

SEX
65—
- M ☐ Male
- F ☐ Female

ETHNIC GROUP
66—
- 5 ☐ American Indian or Alaskan Native
- 4 ☐ Asian or Pacific Islander
- 2 ☐ Black, not of Hispanic Origin
- 3 ☐ Hispanic
- 1 ☐ White, not of Hispanic Origin
- 6 ☐ Nonresident Alien

AGE
67—
- B ☐ 16-19
- C ☐ 20-24
- D ☐ 25-29
- E ☐ 30-34
- F ☐ 35-44
- G ☐ 45-54
- H ☐ 55-64
- I ☐ 65 and over

1 What was your PRIMARY objective in attending our two-year college?

- 46-1 ☐ Improvement of existing "job skills"
- 47-1 ☐ Preparation for "job to be obtained"
- 48-1 ☐ University transfer credit
- 49-1 ☐ Personal interest
- 50-1 ☐ Other (describe) ____________________

2 To what extent has this objective been completed?

51—
- 1 ☐ Fully completed
- 2 ☐ Partially completed
- 3 ☐ Not completed

3 Do you plan to pursue this objective further?

52—
- 1 ☐ Yes: where? ➡
  - 53-1 ☐ At our college
  - 54-1 ☐ At another college
  - 55-1 ☐ Other (describe) ____________________
- 2 ☐ No

4 How much education is (or was) required to accomplish your educational objective at our college?

- 56-1 ☐ Selected course(s)
- 57-1 ☐ Certificate program
- 58-1 ☐ Two-year associate degree program
- 59-1 ☐ Other (describe) ____________________

5 What was your principal reason for NOT re-enrolling at our college this semester?

- 60-1 ☐ Completed needed courses
- 61-1 ☐ Transportation problems
- 62-1 ☐ Transferred to another college
- ☐ Found job in occupation related to course(s) completed at this college
- 64-1 ☐ Conflicting job hours
- 65-1 ☐ Financial reasons
- 66-1 ☐ Change of residence
- 67-1 ☐ Grade problems
- 68-1 ☐ Dissatisfied with instruction
- 69-1 ☐ Dissatisfied with content of courses
- 70-1 ☐ Personal/family illness or injury
- 71-1 ☐ Other personal/family reasons
- 72-1 ☐ Other (describe) ____________________

6 Which statement best describes your feeling about your educational experience at our college?

Do not write in this column.

73—
- 1 ☐ Very satisfied
- 2 ☐ Satisfied
- 3 ☐ Average
- 4 ☐ Disappointed
- 5 ☐ Very disappointed

7 If you have completed courses in your MAJOR FIELD OF STUDY please rate them according to how well they fulfilled your individual needs. Students with "undecided/undeclared" majors should skip to next question.

		Very Good 1	Good 2	Average 3	Poor 4	Very Poor 5
a. Quality of instruction	74-	☐	☐	☐	☐	☐
b. Grading/Testing	75-	☐	☐	☐	☐	☐
c. Instructor interest	76-	☐	☐	☐	☐	☐
d. Content of course(s)	77-	☐	☐	☐	☐	☐
e. Instructional media	78-	☐	☐	☐	☐	☐
f. Class size	79-	☐	☐	☐	☐	☐

8 If you have used any of the below college services, please rate them according to how well they fulfilled your individual needs.

		Very Good 1	Good 2	Average 3	Poor 4	Very Poor 5
a. Financial aids	34-	☐	☐	☐	☐	☐
b. Counseling	35-	☐	☐	☐	☐	☐
c. Job placement services	36-	☐	☐	☐	☐	☐
d. Course advisement	37-	☐	☐	☐	☐	☐
e. Tutoring services	38-	☐	☐	☐	☐	☐
f. Veterans services	39-	☐	☐	☐	☐	☐
g. Learning lab/packages	40-	☐	☐	☐	☐	☐
h. Student activities	41-	☐	☐	☐	☐	☐
i. Library services	42-	☐	☐	☐	☐	☐

9 What is your current educational status? (Check one)

43—
- 1 ☐ Currently attending school
- 2 ☐ Not currently attending school

10 What is your current employment status? (Check one)

44—
- 1 ☐ Employed (Includes all employment, even if below your qualifications: **does not include full-time military service**)
- 2 ☐ Employed (Full-time military service)
- 3 ☐ Unemployed (Not employed, but actively seeking employment)
- 4 ☐ Not in labor force (Not employed and not seeking employment because of choice, illness, full-time student status, retirement, pregnancy, or other such reason)

OVER PLEASE!

SECTION B

IF YOU ARE CURRENTLY EMPLOYED, OR IN FULL-TIME MILITARY SERVICE, PLEASE ANSWER THIS SECTION. OTHERWISE, SKIP TO SECTION C.

Do not write in this column

1 **Please provide the following information on your present job.**

Name of Company or Firm (If self-employed, please write self.)

Company or Firm Mailing Address

City State (57) Zip Code ☐☐☐☐☐

Your Job Title

Your Job Duties

2 **Is this job related to the courses you have completed at our college?**

62
- 1 ☐ Yes, it is directly or closely related
- 2 ☐ No, it is only remotely related or is not related at all

3 **What is your current salary (gross)? (Do not add in over-time.) This information, when combined with others in your field of study, will provide valuable information to other individuals in their own career planning.**

(Check one)

$ ______ . ______ (63) PER (70) 1 ☐ HOUR 2 ☐ WEEK 3 ☐ MONTH 4 ☐ YEAR

4 **The salary in the preceding item is based on how many hours per week employment?**

______ (71-72) HOURS PER WEEK

5 **We periodically conduct surveys of employers to help us evaluate the courses we offer and to advise us on other courses and programs which are needed. If we may contact your immediate supervisor so he or she can have the opportunity to participate in such a survey, please supply the below information.**

Supervisor's Last Name First Name M.I.

Supervisor's Job Title

Please provide address if different from your company address

6 **Please check below if the course(s) you took at our college helped you in your occupational area in any of the following ways.**

- 43-1 ☐ Helped to obtain job
- 44-1 ☐ Helped performance on present job
- 45-1 ☐ Helped advance on present job
- 46-1 ☐ None of the above
- 47-1 ☐ Other (describe) ______

7 **How would you rate the training you received at our college in relation to its usefulness to you in performing your job?**

48
- 1 ☐ Very good
- 2 ☐ Good
- 3 ☐ Average
- 4 ☐ Poor
- 5 ☐ Very poor

8 **Would you recommend the course(s) taken at our college to others employed in positions similar to yours?**

49
- 1 ☐ No
- 2 ☐ Undecided
- 3 ☐ Yes

9 **Were you employed in your occupational area PRIOR to enrolling in the course(s) completed at our college?** 9

50
- 1 ☐ No
- 2 ☐ Yes

SECTION C

IF YOU HAVE ENROLLED IN ANOTHER COLLEGE SINCE YOUR ENROLLMENT AT OUR COLLEGE, PLEASE ANSWER THIS SECTION. OTHERWISE, SKIP TO SECTION D.

Do not write in this column.

1 **Please provide the below information on your current (or most recently attended) college.**

Name of College

City and State

Your Current Major Field of Study

2 **Did you have problems transferring to the college indicated above?**

65
- 1 ☐ Yes: what? →
  - 66-1 ☐ Transferring credit hours
  - 67-1 ☐ Transcript problems
  - 68-1 ☐ Admission problems
  - 69-1 ☐ Other (describe) ______
- 2 ☐ No

3 **How many credit hours earned at our college were not accepted at the college indicated above?**

70
- 1 ☐ All credit hours accepted
- 2 ☐ Lost 1 - 3 credit hours
- 3 ☐ Lost 4 - 6 credit hours
- 4 ☐ Lost 7 - 12 credit hours
- 5 ☐ Lost 13 - 21 credit hours
- 6 ☐ Lost more than 21 credit hours

4 **In your opinion, how well did our college prepare you for continuing your education?**

71
- 1 ☐ Very good
- 2 ☐ Good
- 3 ☐ Average
- 4 ☐ Poor
- 5 ☐ Very poor

5 **If you are currently enrolled in college, please indicate your current status and classification at the college indicated above.**

STATUS

72
- 1 ☐ Part-time student (Less than 12 hours)
- 2 ☐ Full-time student (12 or more hours)

CLASSIFICATION

73
- 1 ☐ Freshman
- 2 ☐ Sophomore
- 3 ☐ Junior
- 4 ☐ Senior
- 5 ☐ Graduate student

SECTION D

[illegible]

1 **Approximately how many credit and/or clock hours have you completed at our college? Please mark appropriate column.**

CREDIT HOURS

74
- 1 ☐ None
- 2 ☐ 1 - 10
- 3 ☐ 11 - 20
- 4 ☐ 21 - 30
- 5 ☐ 31 - 40
- 6 ☐ 41 - 50
- 7 ☐ 51 - 60
- 8 ☐ More than 60

CLOCK HOURS

75
- 1 ☐ None
- 2 ☐ 1 - 500
- 3 ☐ 501 - 1000
- 4 ☐ 1001 - 1500
- 5 ☐ 1501 - 2000
- 6 ☐ 2001 - 2500
- 7 ☐ 2501 - 3000
- 8 ☐ More than 3000

2 **How do you see the course(s) completed at our college in terms of your career plans:**

- 76-1 ☐ of immediate, direct benefit
- 77-1 ☐ of long term, direct benefit
- 78-1 ☐ of indirect benefit
- 79-1 ☐ of no benefit

3 **Are you interested in taking other courses at our college? You may include courses not presently offered by our college.**

80
- 1 ☐ No
- 2 ☐ Yes: what course(s)? ______

4 **We would appreciate any comments regarding how we could improve the course(s) you have completed and/or services we have provided. Please use the back of college letter for your comments. Thank you for assisting us in our survey. Please return this form in the pre-paid envelope as soon as possible!**

MI4-1-C (GRAD-1) **MISIS** **Term:**

FOR COLLEGE USE ONLY

Term Date Mo ☐☐ Yr ☐☐

Completion Code ☐

Group Code
A ☐ O/T
B ☐ I/T
C ☐ OTH
D ☐ VC

Course Type Code
1 ☐ Comp
2 ☐ Non-Comp

Major Code ☐☐☐☐
☐☐☐☐ 38 39 40 41

Target Pop. Code
1 ☐ REG
2 ☐ DAVT
3 ☐ HNCP
4 ☐ LEP

Special Code ☐

Level Code
2 ☐ Postsecondary
3 ☐ Adult—I/T
4 ☐ Adult—ST
5 ☐ OTH

PROJECT FOLLOW-UP

Please make corrections to the information above if necessary.

Note: This survey is authorized by Public Laws 20 USC 2312 and 20 USC 2391. While you are not required to respond to this survey, your cooperation is needed to insure that the results of this effort are comprehensive, reliable and timely.

PLEASE CHECK APPROPRIATE BLOCK(S) WITHIN EACH CATEGORY BELOW.

SECTION A

EVERYONE SHOULD ANSWER THIS SECTION.

Do not write in this column.

Please respond to the below as appropriate. This information is needed for equal opportunity education and employment reporting.

Major Field
(or program of study) ____________________

SEX
☐ Male
☐ Female

ETHNIC GROUP
66—
5 ☐ American Indian or Alaskan Native
4 ☐ Asian or Pacific Islander
2 ☐ Black, not of Hispanic Origin
3 ☐ Hispanic
1 ☐ White, not of Hispanic Origin
6 ☐ Nonresident Alien

AGE
67—
B ☐ 16-19
C ☐ 20-24
D ☐ 25-29
E ☐ 30-34
F ☐ 35-44
G ☐ 45-54
H ☐ 55-64
I ☐ 65 and over

1 **What was your PRIMARY objective in attending our two-year college?**

46-1 ☐ Improvement of existing "job skills"
47-1 ☐ Preparation for "job to be obtained"
48-1 ☐ University transfer credit
49-1 ☐ Personal interest
50-1 ☐ Other (describe) ____________________

2 **What is your current educational status? (Check one)**

51—
1 ☐ Currently attending school
2 ☐ Not currently attending school

3 **What is your current employment status? (Check one)**

52—
1 ☐ Employed (Includes all employment, even if below your qualifications; **does not include full-time military service**)
2 ☐ Employed (Full-time military service)
3 ☐ Unemployed (Not employed, but actively seeking employment)
4 ☐ Not in labor force (Not employed and not seeking employment because of choice, illness, full-time student status, retirement, pregnancy, or other such reason)

[illegible] **If you have completed courses in your MAJOR FIELD OF STUDY please rate them according to how well they fulfilled your individual needs. Students with "undecided/undeclared" majors should skip to next question.**

		Very Good 1	Good 2	Average 3	Poor 4	Very Poor 5
a. Quality of instruction	53-	☐	☐	☐	☐	☐
b. Grading/Testing	54-	☐	☐	☐	☐	☐
c. Instructor interest	55-	☐	☐	☐	☐	☐
d. Content of course(s)	56-	☐	☐	☐	☐	☐
e. Instructional media	57-	☐	☐	☐	☐	☐
f. Class size	58-	☐	☐	☐	☐	☐

5 **If you have used any of the below college services, please rate them according to how well they fulfilled your individual needs.**

		Very Good 1	Good 2	Average 3	Poor 4	Very Poor 5
a. Financial aids	59-	☐	☐	☐	☐	☐
b. Counseling	60-	☐	☐	☐	☐	☐
c. Job placement services	61-	☐	☐	☐	☐	☐
d. Course advisement	62-	☐	☐	☐	☐	☐
e. Tutoring services	63-	☐	☐	☐	☐	☐
f. Veterans services	64-	☐	☐	☐	☐	☐
g. Learning lab/packages	65-	☐	☐	☐	☐	☐
h. Student activities	66-	☐	☐	☐	☐	☐
i. Library services	67-	☐	☐	☐	☐	☐

Do not write in this column.

SECTION B

IF YOU HAVE ENROLLED IN ANOTHER COLLEGE SINCE YOUR ENROLLMENT AT OUR COLLEGE, PLEASE ANSWER THIS SECTION.

TC ☐☐☐☐☐☐

1 **Please provide the below information on your current (or most recently attended) college.**

____
Name of College

____
City and State

____
Your Current Major Field of Study

2 **Did you have problems transferring to the college indicated above?**

74—
1 ☐ Yes: what? →
75-1 ☐ Transferring credit hours
76-1 ☐ Transcript problems
77-1 ☐ Admission problems
78-1 ☐ Other (describe) ____________________
2 ☐ No

TBC ☐☐☐☐

3 **How many credit hours earned at our college were not accepted at the college indicated above?**

42—
1 ☐ All credit hours accepted
2 ☐ Lost 1 - 3 credit hours
3 ☐ Lost 4 - 6 credit hours
4 ☐ Lost 7 - 12 credit hours
5 ☐ Lost 13 - 21 credit hours
6 ☐ Lost more than 21 credit hours

4 **If you are currently enrolled in college, please indicate your current status and classification at the college indicated above.**

STATUS
43—
1 ☐ Part-time student (Less than 12 hours)
2 ☐ Full-time student (12 or more hours)

CLASSIFICATION
44—
1 ☐ Junior
2 ☐ Senior
3 ☐ Graduate student
4 ☐ Other ____________________

OVER PLEASE!

5 **How well did the courses you completed at our college prepare you for continuing your education?**

45—
- 1 ☐ My preparation was excellent
- 2 ☐ My preparation was satisfactory
- 3 ☐ Good in some areas only
- 4 ☐ Fair, but all areas could have been better
- 5 ☐ My preparation was inadequate

Do not write in this column.

SECTION C

IF YOU ARE CURRENTLY EMPLOYED, OR IN FULL-TIME MILITARY SERVICE, PLEASE ANSWER THIS SECTION. OTHERWISE, SKIP TO SECTION D.

1 **Please provide the following information on your present job.**

Name of Company or Firm (If self-employed, please write self.)

Company or Firm Mailing Address

City State (58) Zip Code ☐☐☐☐☐

Your Job Title

Your Job Duties

2 **Is this job related to the courses you have completed at our college?**

63—
- 1 ☐ Yes, it is directly or closely related
- 2 ☐ No, it is only remotely related or is not related at all

3 **What is your current salary (gross)? (Do not add in overtime.) This information, when combined with others in your field of study, will provide valuable information to other individuals in their own career planning.**

(Check one)

$ ______ . ___ (64) PER (71) 1 ☐ HOUR 2 ☐ WEEK 3 ☐ MONTH 4 ☐ YEAR

4 **The salary in the preceding item is based on how many hours per week employment?**

______ (72-73) HOURS PER WEEK

5 **We periodically conduct surveys of employers to help us evaluate the courses we offer and to advise us on other courses and programs which are needed. If we may contact your immediate supervisor so he or she can have the opportunity to participate in such a survey, please supply the below information.**

Supervisor's Last Name First Name M.I.

Supervisor's Job Title

Please provide address if different from your company address

6 **How would you rate the training you received at our college in relation to its usefulness to you in performing your job?**

43—
- 1 ☐ Very good
- 2 ☐ Good
- 3 ☐ Average
- 4 ☐ Poor
- 5 ☐ Very poor

7 **Please check below if the course(s) you took at our college helped you in your occupational area in any of the following ways.**

- 44-1 ☐ Helped to obtain job
- 45-1 ☐ Helped performance on present job
- 46-1 ☐ Helped advance on present job
- 47-1 ☐ None of the above
- 48-1 ☐ Other (describe)______

78

8 **Were you employed in your occupational area PRIOR to enrolling in the course(s) completed at our college?**

49—
- 1 ☐ No
- 2 ☐ Yes

9 **How would you rate the availability of jobs in your occupational area?**

50—
- 1 ☐ Very good
- 2 ☐ Good
- 3 ☐ Average
- 4 ☐ Poor
- 5 ☐ Very poor

SECTION D

ALL STUDENTS SHOULD ANSWER THIS SECTION

1 **If your occupational area is NOT related to the courses you have completed at our college (as indicated in Section C) please check each reason which applies. If occupational area is related to courses completed, go to Question 2.**

- 51-1 ☐ Transferred to a four-year college
- 52-1 ☐ Not sufficiently qualified for a job in my field of college preparation
- 53-1 ☐ Preferred to work in another field
- 54-1 ☐ Found better paying job in another field
- 55-1 ☐ Could not find a job in field of preparation
- 56-1 ☐ Worked previously in field of preparation, but changed
- 57-1 ☐ Other (describe)______

2 **How do you see the course(s) completed at our college in terms of your career plans:**

- 58-1 ☐ of immediate, direct benefit
- 59-1 ☐ of long term, direct benefit
- 60-1 ☐ of indirect benefit
- 61-1 ☐ of no benefit

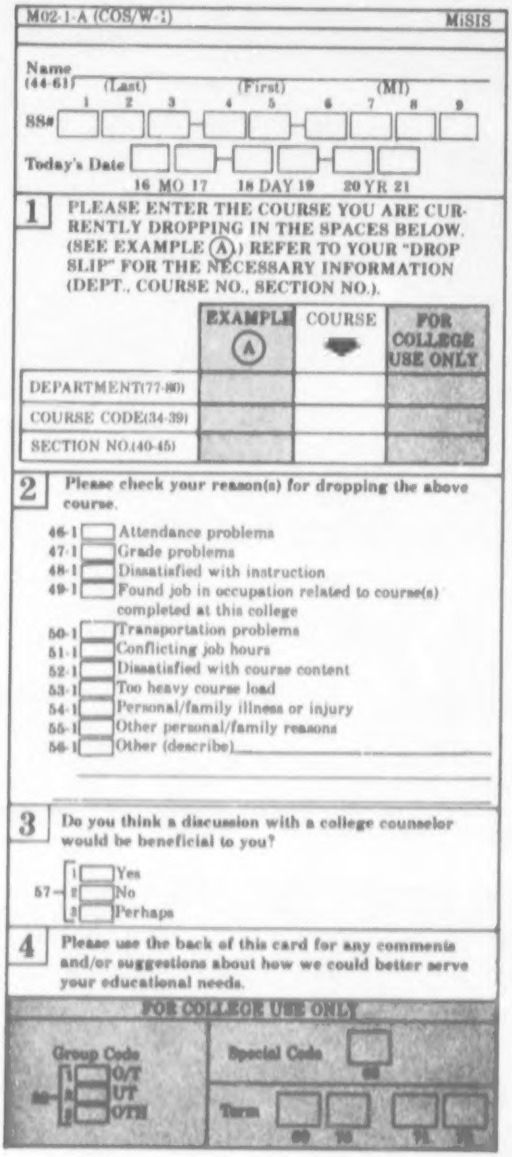
3 **Are you interested in taking other courses at our college? You may include courses not presently offered by our college.**

62—
- 1 ☐ No
- 2 ☐ Yes: what course(s)?______

4 **We would appreciate any comments regarding how we could improve the course(s) you have completed and/or services we have provided. Please use the below space for your comments. Use back of college letter for additional space.**

GRAD-1

THANK YOU FOR ASSISTING US IN OUR SURVEY! PLEASE RETURN THIS FORM IN THE PRE-PAID ENVELOPE AS SOON AS POSSIBLE!



M02-1-A (COS/W-1) MiSIS

Name (44-61) ____________________
(Last) (First) (MI)

SS# 1 ☐ 2 ☐ 3 ☐ - 4 ☐ 5 ☐ - 6 ☐ 7 ☐ 8 ☐ 9 ☐

Today's Date ☐☐-☐☐-☐☐
16 MO 17 18 DAY 19 20 YR 21

1 PLEASE ENTER THE COURSE YOU ARE CURRENTLY DROPPING IN THE SPACES BELOW. (SEE EXAMPLE Ⓐ.) REFER TO YOUR "DROP SLIP" FOR THE NECESSARY INFORMATION (DEPT., COURSE NO., SECTION NO.).

	EXAMPLE Ⓐ	COURSE ▼	FOR COLLEGE USE ONLY
DEPARTMENT(77-80)			
COURSE CODE(34-39)			
SECTION NO.(40-45)			

2 Please check your reason(s) for dropping the above course.

46-1 ☐ Attendance problems
47-1 ☐ Grade problems
48-1 ☐ Dissatisfied with instruction
49-1 ☐ Found job in occupation related to course(s) completed at this college
50-1 ☐ Transportation problems
51-1 ☐ Conflicting job hours
52-1 ☐ Dissatisfied with course content
53-1 ☐ Too heavy course load
54-1 ☐ Personal/family illness or injury
55-1 ☐ Other personal/family reasons
56-1 ☐ Other (describe) ____________________

3 Do you think a discussion with a college counselor would be beneficial to you?

57 — 1 ☐ Yes
2 ☐ No
3 ☐ Perhaps

4 Please use the back of this card for any comments and/or suggestions about how we could better serve your educational needs.

FOR COLLEGE USE ONLY

Group Code
58 — 1 ☐ O/T
2 ☐ UT
3 ☐ OTH

Special Code ☐ 68

Term ☐ ☐ ☐ ☐
69 70 71 72

APPENDIX C

DATA VALIDITY CONSIDERATIONS

During the Review stage of the MANAGER process, the MANAGER Team must make a thorough examination of the data. Three key questions must be addressed at this point for all data collected and formatted. These are:

Question 1. How was the data collected?
Question 2. How adequate was the sampling plan used?
Question 3. Is the sample size large enough?

Question 1. How was the data collected?

The MANAGER Team must thoroughly examine the data collection tools and/or process for technical soundness, quality, and the extent to which the instruments fit the respondents and/or type of data. The circumstances under which the data were collected must be examined, if at all possible. Whether these circumstances be political or relate to the conditions under which the data were collected, these factors can have a direct and sometimes adverse affect on the soundness of the data.

Question 2. How adequate was the sampling plan?

An examination of the sampling plan is essential, because it is the nature of this plan which should be weighed carefully against the ultimate use of the data.

The following is an overview of the four possible sampling plans.

1. Non-probability Sampling: Involves selecting a sample based on convenience without any concern for how well it represents the population.

   FEATURE: Less costly, less difficult and less time consuming to conduct than other models, but the results are not very representative of the population.

2. Judgment Sampling: Involves a knowledgeable person selecting a sample which hopefully, represents the population.

   FEATURE: Moderately costly, difficult, and time consuming, but the results are generally not representative of the population.

3. Quota Sampling: Involves drawing a sample based upon specified quotas; the quotas may be set to represent some aspect of the populations, such as age or race.

FEATURE: Moderately costly, difficult, and time consuming, but the results are generally not representative of the population.

4. Probability Sampling: Involves giving each unit in the population an equal probability of being selected. There are five variations in probability sampling: simple random sampling, systematic sampling, cluster sampling, stratified sampling, and multi-stage sampling.

FEATURE: Most costly, difficult and time consuming, however, the results represent the population to a known degree.

A. Simple Random Sampling: Involves assigning numbers to the subjects and then using a random number table from which to select them.

B. Systematic Sampling: Involves systematically sampling every kth individual, given a random starting point.

FEATURE: Be aware that there is no cyclical order to the list; this will not produce results equivalent to simple random sampling.

C. Cluster Sampling: Involves randomly selecting some naturally occurring cluster of sampling units and then surveying all of the units in that cluster.

FEATURE: Usually done because of greater ease of surveying all units in a cluster rather than random sampling on an individual basis.

D. Stratified Sampling: Involves randomly selecting individuals taking into consideration the different sub-groupings in the population.

FEATURE: Often done to ensure that groups are present in sufficient size to provide inter-group comparisons.

E. Multi-Stage Sampling: Involves randomly selecting some intermediate sampling units, and then drawing the final sample randomly from within these units.

FEATURE: Has the advantage of not needing to list each of the final units in the sampling frame before making the selections.

Question 3: Is the sample size large enough?

Sampling is usually done for one major reason: to limit the cost and time for collecting data. From a sample, one can make generalizations about what the entire propulation's beliefs are, within a reasonable amount of error. The amount of error is determined by how large the sample is in relationship to the population.

The MANAGER Team should examine the relationship between the size of the sample and the size of the population. The amount of error associated with the sample should be weighed in light of the decisions to be made using this information.

APPENDIX D

MANAGER FORMATTING: SOURCE OF DATA

Data Description	System Documentation	Instrument	Data Location	Calculations
A **PROE** **Program Review Data**				
1. Placement Effectiveness	PROE Handbook			
Faculty		Faculty Perceptions	Q 22	Derive median response value.
Students		Student Perceptions	Q 8	Derive median response value and compute the average median.
Advisory Committee		Advisory Comm. Perc.	Q 4	Derive median response value.
2. Program/Course Content	PROE Handbook			
Faculty		Faculty Perceptions	Q 7, 10, 11	Derive median response value and compute the average median.
Students		Student Perceptions	Q 3, 4	" " " "
Advisory Committee		Advisory Comm. Perc.	Q 1	" " " "
3. Program Advisement/ Career Information	PROE Handbook			
Faculty		Faculty Perceptions	Q 18, 19, 20, 21	" " " "
Student		Student Perceptions	Q 6	" " " "

Q = denotes question

4. Provision for Special Populations and Achieving Sex Equity	PROE Handbook	Faculty Perception	Q 14, 15, 16, 17	Derive median response value and compute the average median.
5. Equipment and Facilities	PROE Handbook			
Faculty		Faculty Perceptions	Q 32, 33, 34	" " " "
Students		Student Perceptions	Q 11, 12	" " " "
Advisory Committee		Advisory Comm. Perc.	Q 2, 3	" " " "
6. Major Weaknesses	PROE Handbook	Faculty Perceptions	Q 2 (last page)	Report the three most frequent reasons given.
		Advisory Comm. Perc.	Q 2 (last page)	" " " "

B ACS **Activities Classification Structure Data (Major Discipline)**

1. 1.0 Instruction Cost (per SCH)	ACS Report	ACS Records	ACS Files	See ACS Form 5 (SCH denotes student credit hour).
2. 1.X Instruction Cost	ACS Report	ACS Records	ACS Files	" "
3. 1.XX Instruction Cost	ACS Report	ACS Records	ACS Files	" "
4. 1.XXX Instruction Cost	ACS Report	ACS Records	ACS Files	Must be calculated.
5. Student credit hours generated	College Records ACS Report	ACS Report	ACS Files	The total student credit hours for specialty courses of the major discipline is calculated by multiplying the course credit hours value by the number of students enrolled in the course as of the count date. (See Appendix _ for definition of ACS Terms used in MANAGER.)

6. Student contact hours generated	ACS Report	ACS Records	ACS Files	Total student contact hours for a course are calculated by multiplying the student head-count in the course as of the count date by the course contact hours.
7. Course credit hours generated	ACS Report	ACS Records	ACS Files	A course credit hour shall be determined by the institution's predominant calendar system. (See Appendix _.)
8. Course contact hours generated	ACS Report	ACS Records	ACS Files	One course contact hour is a total of 50 minutes of student instruction in which the student is scheduled to come into contact with an instructor or with tutorial or laboratory equipment. The total contact hours for a course are calculated by summing the total instructional minutes for that course in an academic period and dividing by 50. Independent study and cooperative educational activity is not reported here.
9. Full-time faculty FTE	ACS Report	ACS Records	ACS Files	One full-time faculty position is defined as the equivalent of one faculty employee who is deemed to be carrying a full instructional load in accordance with institutional convention, such as expressed in faculty contract or agreement.

10. Part-time faculty FTE	ACS Report	ACS Records	ACS Files	Part-time faculty is to be expressed in full-time equivalents by using the institutional standard work-load for a full-time faculty and dividing this standard unit into the total units produced by part-time faculty.
11. Headcount (duplicated)	ACS Report	ACS Records	ACS Files	The headcount for one course delivered is the total number of students enrolled in the course as of the count date. An academic period headcount is determined by summing the headcount for all courses delivered (duplicated) during the academic period.
12. Headcount (unduplicated)	ACS Report	ACS Records	ACS Files	The total number of different students enrolled in at least one course delivered as of the count date, and within an academic period.
13. Total Program Cost	College Records	ACS Records	ACS Files	ACS produces information according to the ACS code of the major discipline. In order to produce program cost an institution must prorate supplemental and related courses in a program area. The resulting prorata amount is then added to the cost data for the specialized courses (major discipline) which are included in the curriculum.

14. Program Cost (per SCH) Level (1.XX)	College Records	ACS Record	ACS Files	Compute total program costs per student credit hour.
C **MiSIS** **Instructional Ratings From Student Follow-Up Data**				
1. Quality of Instruction	MiSIS	GRAD 1 NRS	Q A 4 Q A 7	Derive median response value.
2. Grading/Testing	MiSIS	GRAD 1 NRS	Q A 4 Q A 7	" " " "
3. Instructor Interest	MiSIS	GRAD 1 NRS	Q A 4 Q A 7	" " " "
4. Content of Courses	MiSIS	GRAD 1 NRS	Q A 4 Q A 7	" " " "
5. Instructional Media	MiSIS	GRAD 1 NRS	Q A 4 Q A 7	" " " "
6. Class Size	MiSIS	GRAD 1 NRS	Q A 4 Q A 7	" " " "
D **MiSIS** **Nonreturning Student Follow-Up Data**				
1. Goal Completion - Full	MiSIS	NRS	Q A 2	Divide the number of fully completed by the number responding. Express as a percent.
2. Goal Completion - Partial	MiSIS	NRS	Q A 2	Divide the number of partially completed by the number responding. Express as a percent.

3. Drop-Out Rate	MiSIS	NRS	Q A 2, A 3	Sum the number of partially completed and not completed who also indicated they would not pursue the goal further with the number of partially completed and not completed who also indicated they would pursue the goal further, but at another college or other plans. Divide this figure by the difference between the number responding and those indicating goal completion.
4. Reason Not Returning	MiSIS	NRS	Q A 5	Select the three most frequent responses.
5. Overall Rating	MiSIS	NRS	Q B 7	Derive median response value.
6. Interested/Other Courses	MiSIS	NRS	Q D 3	Divide the number responding yes by the number responding. Express as a percent.

E **MiSIS** **Student Intent Data**

1. Education Goals: Improved Job Skills Prepare for Job Univ. Trans. Credit Personal Interest Other	MiSIS	SEI	Q 2	Divide each of the numbers responding Improved Job Skills, Prepare for Job, Univ. Trans. Credit, Personal Interest and Other by the number responding. Express each as a percent.
2. Degree Pursuing %	MiSIS	SEI	Q 3	Divide the number responding Associate Degree by the number responding. Express as percent.

3. Goal Completion %	MiSIS	NRS	Q 2	Sum the number responding fully and partially completed. Divide by the number responding. Express as a percent.
4. Total Population Declaring	MiSIS or VEDS Enrollment or College Reports	SEI or College Records	Q 4 or Enrollment Report or College Records	Report the number responding or report documented number enrolled based on VEDS or College Records.
5. Degree Completions Associate Degree, Certificate, Other	College Reports	College Records	College Records	Report documented number of Associate Degrees, Certificates (one and two year) and other degree completions.
F **MiSIS** **Demographic Data**				
1. Sex	MiSIS	SEI	Demographic section	Divide the number responding in each category (i.e., Sex, Ethnic Group, Age Data) by the number responding. Express as a percent.
2. Ethnic Group	MiSIS	SEI	Demographic section	" "
3. Age Data	MiSIS	SEI	Demographic section	" "
G **MiSIS** **Employer Follow-Up Data**				
1. Job Outlook - Present	MiSIS	EMP	Q 6	Derive median response value.
2. Job Outlook - Future	MiSIS	EMP	Q 6	Derive median response value.
3. Overall Rating	MiSIS	EMP	Q 5	Derive median response value.

4. Highest Skill Ratings	MiSIS	EMP	Q 3, 4	Derive the median response value for each of the areas in questions 3 and 4. Select the three highest areas rated from among questions 3 and 4.
5. Lowest Skill Ratings	MiSIS	EMP	Q 3, 4	Derive the median response value for each of the areas in questions 3 and 4. Select the three lowest areas rated from among questions 3 and 4.
6. Instruction/Improvement	MiSIS	EMP	Q A, B	Categorize the open-ended responses and compute the frequencies for each category. Select the most frequently mentioned areas from among questions A and B.

E **MiSIS** **Course Withdrawal Data (Major Discipline)**

1. Headcount (duplicated)	ACS Report	ACS Records	ACS Files	The headcount for one course delivered is the total number of students enrolled in the course as of the count date. An academic period headcount total is determined by summing the headcount for all courses delivered (duplicated) during the academic period.
2. Withdrawals	College Report or MiSIS	College Records or Cos/W Card	College Records or Q 1	Report documented number of withdrawals or report number responding to question 1.

3. Withdrawal %	ACS Report and College Report or MiSIS	ACS Files and College Records	ACS Files and College Records or Q 1	Divide the number of withdrawals by the headcount figure. Express as a percent.
4. Primary Reasons	MiSIS	Cos/W	Q 2	Report the three most frequent reasons given.
I **MiSIS** **Graduate Follow-Up**				
1. Placement Rate	MiSIS	GRAD - 1	Q C 2	Divide the number responding yes by the number responding. Express as a percent.
2. Overall Salary Data	MiSIS	GRAD - 1	Q C 3	Compute the average salary for students employed. Remember to convert to a standard unit (i.e., hourly, weekly, monthly, or yearly).
3. Beginning Full-Time Salaries	MiSIS	GRAD - 1	Q C 3, C 8	Compute the average salary after deleting those students who were already employed in the related field (i.e., delete those students who responded yes to question C 8. Remember to convert to a standard unit.
4. Transfer percentage	MiSIS	GRAD - 1 or VEDS Follow-Up Report	Q B 4	Divide the number of students responding status 1 and 2 by the number responding.

5. Job Availability	MiSIS	GRAD - 1	Q C 9	Derive median response value.
6. Reasons Job Not Related	MiSIS	GRAD - 1	Q D 1	Report the three most frequent reasons given.
7. Overall Rating	MiSIS	GRAD - 1	Q C 6	Derive median response value.
8. Interested/Other Courses	MiSIS	GRAD - 1	Q D 3	Divide the number responding "yes" by the number responding. Express as a percent.

APPENDIX E

SUGGESTED ANALYSIS PARAMETERS

	POSITIVES		FLAGS
A	**PROE Program Review Data**		
A1.	Any median or midpoint rating which is in the "Very Good" category.	A1.	Any median or midpoint rating which is in the "Poor" or "Very Poor" category.
A2.	Any median or midpoint rating which is in the "Very Good" category.	A2.	Any median or midpoint rating which is in the "Poor" or "Very Poor" category.
A3.	Any median or midpoint rating which is in the "Very Good" category.	A3.	Any median or midpoint rating which is in the "Poor" or "Very Poor" category.
A4.	Any median or midpoint rating which is in the "Very Good" category.	A4.	Any median or midpoint rating which is in the "Poor" or "Very Poor" category.
A5.	Any median or midpoint rating which is in the "Very Good" category.	A5.	Any median or midpoint rating which is in the "Poor" or "Very Poor" category.
		A6.	Any weaknessess listed as "major."
B	**ACS Activities Classification Structure Data (Major Discipline)**		
B1.	Cost for level did not increase and numbers of "flags" generated previously did not increase (if the number was not already unacceptably high).	B1.	Cost increased more than 20% over two year period.
B2.1	Cost did not increase and numbers of "flags" generated did not increase (if number was not already unacceptably high).	B2.1	Cost increased more than 20% over two year period.
		B2.2	1.X cost greater than 25% of 1.0.
B3.1	Cost for level did not increase and numbers of "flags" generated did not increase (if the number was not already unacceptably high).	B3.1	Cost increased more than 20% over two year period.

		B3.2	1.XX cost greater than 25% of 1.X cost.
B4.1	Cost for level did not increase and numbers of "flags" generated did not increase.	B4.1	Cost increased more than 20% over two year period.
		B4.2	1.XXX cost greater than 25% of 1.XX cost.
B5.1	Student credit hours generated increased more than 15% over two year period.	B5.1	Student credit hours decreased more than 15%.
B6.	Student contact hours generated increased more than 15% over two year period.	B6.	Student contact hours generated decreased more than 15% over two year period.
B7.	Course credit hours generated increased more than 15% over a two year period.	B7.	Course credit hours generated decreased more than 15% over a two year period.
B8.	Course contact hours generated increased more than 15% over two year period.	B8.	Course contact hours generated decreased more than 15% over two year period.

C MiSIS Instructional Ratings from Student Follow-Up Data

C1-C6.	Any median or midpoint rating which is in the "Very Good" category.	C1-C6.	Any median or midpoint rating which is in the "Poor" or "Very Poor" category.

D MiSIS Nonreturning Student Follow-Up Data

D1.	Full goal completion more than 25%.	D1.	Full goal completion less than 25%.
D3.	Drop-out rate is less than 2%.	D3.	Drop-out rate greater than 25%.
		D4.	"Dissatisfaction with instruction" or "dissatisfaction with courses" as one of the three primary reasons for not returning.
D5.	Any median or midpoint rating which is in the "Very Good" category.	D5.	Any median or midpoint rating which is in the "Poor" or "Very Poor" category.
D6.	Interest in other courses is more than 75%.	D6.	Interest in other courses is less than 40%.

E MiSIS Student Intent Data

E3.1	Goal completion rate increasing by more than 15%.	E3.1	Goal completion rate less than 55% or a decrease for two consecutive years.
E3.2	Goal completion rate more than 90%.		
E4.1	Total population size increasing by more than 15%.	E4.1	No population in program for two consecutive years.
E4.2	Total population size increasing for three consecutive years.	E4.2	There has been more than a 15% decrease in the population size from one year to the next.
		E4.3	Population size had declined for two consecutive years.
		E5.1	Nonreturning student population equals more than 45% of program enrollment.
		E5.2	No certificate or associate degrees granted for a 2 year period of time.

F MiSIS Demographic Data

F1.1	Decrease in percentage difference between male/female ratio.	F1.1	More than 35% difference in male/female ratio.
		F1.2	More than 10% difference between any one ethnic grouping in program and ethnic grouping in the college.

G MiSIS Employer Follow-Up Data

G1-G2.	Any median or midpoint rating which is in the "Very Good" category.	G1-G2.	Any median or midpoint rating which is in the "Poor" or "Very Poor" category.
G3.	Any median or midpoint value which is in the "Very Good" category.	G3.	Any median or midpoint value which is in the "Poor" or "Very Poor" category.
G4.	All of the three highest skills rated.		

		G5.	All of the three lowest skills rated.
		G6.	All of the three areas listed.

H MiSIS Course Withdrawal Data (Major Discipline)

		H3.	Withdrawal percentage is more than 20%.
		H4.	One of the top three reasons listed for withdrawal is "Dissatisfaction with course content" or "Dissatisfaction with instruction."

I MiSIS Graduate Follow-Up

I1.	Placement rate more than 90% or increase of more than 10%.	I1.	Placement rate less than 63% or a decrease of more than 10%.
I5.	Any median or midpoint rating which is in the "Very Good" category.	I5.	Any median or midpoint rating which is in the "Poor" or "Very Poor" category.
		I6.	One of the top three reasons for job not related is "could not find job in field of preparation" or "not sufficiently qualified for a job in my field of college preparation.
I7.	Any median or midpoint rating which is in the "Very Good" category.	I7.	Any median or midpoint rating which is in the "Poor" or "Very Poor" category.

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APPENDIX F

DEFINITIONS OF ACS MEASURES USED IN MANAGER*

1. Courses delivered (unduplicated):

   A course delivered is a course offered by the institution during the fiscal year in which at least one student contact hour has been generated. An unduplicated count is determined by summing all unique courses delivered; a course offered in more than one academic period should be counted once. Institutionally defined independent study courses and co-op courses shall be counted separately.

2. Course sections delivered:

   The total number of unique course sections offered during the fiscal year in which at least one student contact hour has been generated. For this count, when sections are combined for a portion of the academic period, each section should be separately counted. Institutionally defined independent study sections shall be counted separately.

   Example: If Biology 100 is offered three times a year with four sections a semester, the course count would be one and the section count twelve.

3. Course credit hour:

   A course credit hour shall be determined by the institution's predominant calendar system. A semester credit hour shall not be less than 800 instructional minutes. A trimester credit hour shall not be less than 700 instructional minutes. A quarter credit hour shall not be less than 550 instructional minutes.

4. Student credit hours:

   One student credit hour represents one student engaged in a learning activity for which one course credit hour is granted by the institution upon successful completion. The total student credit hours for a course is calculated by multiplying the course credit hours value by the number of students enrolled in the course as of the count date.

* All terms defined in this section are underlined whenever they appear in other definitions to highlight definitional relationships.

5. Headcount (duplicated):

The headcount for one course delivered is the total number of students enrolled in the course as of the count date. An academic period headcount total is determined by summing the headcount for all courses delivered (duplicated) during the academic period.

6. Headcount (Unduplicated):

The total number of different students enrolled in at least one course delivered as of the count date, and within an academic period.

7. Course contact hours:

One "course contact hour" is a total of 50 minutes of student instruction in which the student is scheduled to come into contact with an instructor or with tutorial or laboratory equipment. The total contact hours for a course are calculated by summing the total instructional minutes for that course in the academic period and dividing by 50. Independent study and cooperative education activity are not to be reported here.

8. Student contact hours:

Total student contact hours for a course are calculated by multiplying the student headcount in the course as of the count date by the course contact hours.

Example: A course with an enrollment of 20 students meets twice weekly for 15 weeks, each meeting being 55 minutes in length. The contact hours for this course would be: 2 X 15 X 55/50 = 33 course contact hours. The total student contact hours for this course would be: 33 X 20 = 660 student contact hours.

9. Full-time faculty F.T.E.:

One full-time faculty position is defined as the equivalent of one faculty employee who is deemed to be carrying a full instructional load in accordance with institutional convention, such as expressed in a faculty contract or agreement. For those institutions which have more than one full-time faculty agreement (such as 36 week and 44 week contracts), full-time faculty shall be equated on the basis of the weeks served under the predominant agreement (i.e., the contract period in which the most faculty are engaged). Persons such as department heads, chairmen and deans who have responsibility for both direct instruction and administration (as part of their normal workload) should be prorated between faculty and professional F.T.E. Persons such as librarians, and counselors who are not involved in teaching activities, but who may be covered by the faculty contract would not be reported here. Faculty on sabbatical leave should be reported in the sabbatical leave category. (NOTE: The sum of all faculty F.T.E. reported in the four categories of full-time, part-time, overload and sabbatical should equate to the institutional total faculty F.T.E.)

Example: (a) Institution X's full-time faculty are required to maintain agreed-upon office hours per week for student counseling purposes. Each of these faculty would still be considered full-time faculty and equated at 1.0 F.T.E.
(b) A department chairman instructs in two classes a total of 8 contact hours per week in each of two semester, and is also required to perform 20 clock hours of weekly administratiave responsibilities. The college would report 0.5 F.T.E. as full-time faculty and 0.5 F.T.E. in the Administrative/Professional category.
(c) An institution's full-time faculty fall under two contractual periods: 36 weeks and 44 weeks. Since most faculty at this institution are under the 36 week period, each 44 week faculty position would be equated at 44/36 = 1.22 F.T.E.

(NOTE: When a full-time faculty member is terminated or added during mid-year, a proration should be made, based on weeks of service as a proration of total weeks under the predominant agreement.)

10. Part-time faculty F.T.E.:

Part-time faculty are to be expressed in full-time equivalents by using the institutional standard workload for a full-time faculty and dividing this standard unit into the total units produced by part-time faculty.

Example: An institution's full-time faculty workload is 32 teacher contact hours for the fiscal year; 3200 teacher contact hours were generated during the year by part-time faculty: 3200/32 = 100 part-time faculty F.T.E.

11. Instruction:

Instruction includes those activities carried out for the expressed purpose of eliciting some measure of educational change in a learner or group of learners. "Educational change" is defined to include (1) the acquisition or improved understanding of some portion of a body of knowledge, (2) the adoption of new or different attitudes, and (3) the acquisition or measured mastery of a skill or set of skills. The activities that may be carried out to elicit these educational changes include both teaching activities and facilitating activities. The instruction activity includes both credit and non-credit instructional offerings.

12. Predominant Calendar System:

The method by which the institution structures most of its courses for the academic year, and which corresponds in length to either a quarter, trimester, or semester schedule.

13. Academic Period:

The total number of class days and examination days as designated and reported by each college in which courseS are offered. The academic period corresponds in length to either a quarter, semester, or trimester schedule.

14. Count Date:

a. For a course which corresponds in length to the institution's predominant calendar system, the count date means 1/10 of the total weekdays (Monday through Friday) within an academic period.

b. For a course which does not correspond in length to the institution's predominant calendar system, the count date means 1/10 of the total weekdays (excluding holidays) between and including the first day of instruction and the final examination day for that particular course.

c. Activities measured at the count date should be reported in the same fiscal year in which the activity-related expenses are reported.

Example: A class begins meeting in October (regular academic period begins Sept. 5) on each Tuesday and Friday for eleven weeks, the last Friday being examination day. Therefore, the total weekdays excluding holidays (Thanksgiving) between the beginning of the class and the final examination day is 53 days, and 1/10 of this is 5.3. The count date is Monday, the fifth week-day (rounded to the nearest whole day) after the start of that class.

APPENDIX G

SAMPLE POSITIVES

College:
Program:

SECTION A - PROGRAM REVIEW

1. Program/course content given rating of excellent by faculty and advisory committee.

SECTION B - ACS DATA

1. Student credit hours increased by 28% over two year period.
2. Course credit hours increased by 28% over two year period.
3. Student contact hours increased by 27% over two year period.
4. Course contact hours increased by 27% over two year period.

SECTION C - INSTRUCTIONAL RATING

None

SECTION D - NONRETURNING STUDENT FOLLOW-UP

None

SECTION E - STUDENT INTENT

1. Size of total population has increased for four consecutive years.

SECTION F - DEMOGRAPHIC

None

SECTION G - EMPLOYER FOLLOW-UP

None

SECTION I - GRADUATE FOLLOW-UP

None

SAMPLE FLAGS

College:
Program:

SECTION A - PROGRAM REVIEW DATA

1. Faculty rates program advisement/career information below expectations.
2. Faculty rates equipment and facilities below expectations.
3. Students rate equipment and facilities below expectations.
4. Major weaknesses listed as needed course objectives and outlines, better access to counselors, and need computerized drafting equipment.

SECTION B - ACS DATA

1. Cost per student contact hour decreased by 29% from last year.

   Note: Total computed discipline cost this year was $385,228.00.

   Total estimated program cost this year was $523,766.00.

SECTION C - INSTRUCTIONAL RATINGS

1. Instructor interest rating at 3.20.
2. Instructional media rating at 3.15.

SECTION D - NONRETURNING STUDENT FOLLOW-UP

1. Overall rating at 3.15.
2. Nonreturning student population equals 48% of enrollment for a year.
3. Drop-out rate at 10.8% and increasing.

SECTION E - STUDENT INTENT DATA

None

SECTION F - DEMOGRAPHIC

None

SECTION G - EMPLOYER FOLLOW-UP

1. Job outlook ratings declining (present & future).
2. Future job outlook rating less than present job outlook rating.
3. Lowest ratings (below 3.80) given in technical knowledge and communications.

SECTION H - COURSE WITHDRAWAL DATA

1. Course withdrawal rate at 25% (has increased for the three terms studied).

SECTION I - GRADUATE FOLLOW-UP

1. Placement rate declining for four years studied:

77-78	60%
78-79	62%
79-80	51%
80-81	42%

2. Job availability rating at 3.30 for last year studied and has declined for each of four years studied.
3. One of top three reasons for job not related is "could not find job in field of preparation".
4. Overall rating at 3.10 for last year studied and has declined for each of four years studied.

APPENDIX H

SAMPLE
QUESTIONS/CONCERNS

College:
Program:

1. What justification is there for continuation of this program when available information demonstrates low and declining placement rates, difficulties in students locating jobs, and low outlook ratings being given by employers?

2. What **positive** actions need to take place to lower the course withdrawal rate?

3. What factors are attributable to the high nonreturning student population and increasing drop-out rate?

4. Students are giving low overall ratings to this discipline. What positive actions need to take place to improve this?

5. What factors are attributable to the low rating given by students to the use of instructional media?

6. What factors are attributable to the perceived problems with program advisement and career information?

7. What specific actions need to take place to correct the perceived equipment facilities problem?

8. What factors would be attributable to the low ratings given by employers to the technical knowledge and communications skills of former students?

9. Employer job **outlook** data reflects a declining need for personnel in this occupational area. What shift in the labor market is causing this?

APPENDIX I

MANAGER

COLLEGE	PROGRAM	YEAR IMPLEMENTED	STATUS	CLASSIFICATION NUMBERS		DATE
				ACS	CIP	/ / — / /

A PROE Program Review Data

	Year	Year	Year	Year	Year
1. Placement Effectiveness:					
Faculty					
Students					
Advisory Committee					
2. Program/Course Content:					
Faculty					
Students					
Advisory Committee					
3. Program Advisement/Career Information:					
Faculty					
Students					
4. Provisions for Special Populations and Achieving Sex Equity					
5. Equipment and Facilities:					
Faculty					
Students					
Advisory Committee					
6. Major Weaknesses (faculty and Advisory Committee)					
1.					
2.					
3.					

	Faculty Year	Student Year	Advisory Committee Year
Population			
Sample Size			
Number Responding			

B ACS Activities Classification Structure Data (Major Discipline)

	Year	Year	Year	Year	Year
1. 1.0 Instruction Cost (per SCH)	$	$	$	$	$
2. 1.X Instruction Cost (per SCH)	$	$	$	$	$
3. 1.XX Instruction Cost (per SCH)	$	$	$	$	$
4. 1.XXX Instruction Cost (per SCH)	$	$	$	$	$
5. Student credit hours generated					
6. Student contact hours generated					
7. Course credit hours generated					
8. Course contact hours generated					
9. Full-time faculty FTE					
10. Part-time faculty FTE					
11. Headcount (duplicated)					
12. Headcount (unduplicated)					

NOTE: The above cost figures represent costs for major courses only in the area being studied. See below for available total "program" cost.

	Year	Year	Year	Year	Year
13. Total Program Cost	$	$	$	$	$
14. Program Cost (per SCH) Level 1.___	$	$	$	$	$

C MiSIS Instructional Ratings From Student Follow-up Data

	Year GT-NRS	Year GT-NRS	Year GT-NRS	Year GT-NRS	Year GT-NRS
1. Quality of Instruction	–	–	–	–	–
2. Grading/Testing	–	–	–	–	–
3. Instructor Interest	–	–	–	–	–
4. Content of Courses	–	–	–	–	–
5. Instructional Media	–	–	–	–	–
6. Class Size	–	–	–	–	–

	GRAD-1 Year	NRS Year
Population		
Sample Size		
Number Responding		

D MiSIS Nonreturning Student Follow-up Data

	Year	Year	Year	Year	Year
1. Goal Completion - Full	%	%	%	%	%
2. Goal Completion - Partial	%	%	%	%	%
3. Drop-out Rate	%	%	%	%	%
4. Reasons Not Returning:					
1.					
2.					
3.					
5. Overall Rating (Employed/Military)					
6. Interested/Other Courses	%	%	%	%	%

	NRS Year
Population	
Sample Size	
Number Responding	

E MiSIS Student Intent Data

	Year	Year	Year	Year	Year
1. Educational Goals:					
Improved Job Skills	%	%	%	%	%
Employment	%	%	%	%	%
Univ. Trans. Credit	%	%	%	%	%
Personal [illegible]	%	%	%	%	%
Other	%	%	%	%	%
2. Degree [illegible]	%	%	%	%	%
3. Goal Completion %	%	%	%	%	%
4. [illegible] Doctorate					
5. Degree Completions:					
Associate Degree					
Certificate					
Other					

	SE I Year
Number Responding	

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MANAGER					
COLLEGE	PROGRAM	YEAR IMPLEMENTED	STATUS	CLASSIFICATION NUMBERS ACE CIP	DATE
					/ / — / /

F MiSIS Demographic Data

	Year	Year	Year	Year	Year
1. Male	%	%	%	%	%
Female	%	%	%	%	%
[illegible]fied	%	%	%	%	%
2. Amer. Indian / Alaskan Native	%	%	%	%	%
[illegible] Islander	%	%	%	%	%
Black, not Hispanic	%	%	%	%	%
Hispanic	%	%	%	%	%
White, not Hispanic	%	%	%	%	%
[illegible] Alien	%	%	%	%	%
Unspecified	%	%	%	%	%
[illegible]	%	%	%	%	%
20-24	%	%	%	%	%
[illegible]	%	%	%	%	%
30-34	%	%	%	%	%
[illegible]	%	%	%	%	%
45-54	%	%	%	%	%
[illegible]	%	%	%	%	%
65-Over	%	%	%	%	%
[illegible]	%	%	%	%	%
Average Age					

G MiSIS Employer Follow-up Data

	Year	Year	Year	Year	Year
1. Job Outlook - Current					
2. Job Outlook - Future					
3. Overall Rating					
4. Highest Skill Ratings:					
1.					
2.					
3.					
5. Lowest Skill Ratings:					
1.					
2.					
3.					
6. Instruction / Improvement Needed:					
1.					
2.					
3.					

	NHS Employer Year	GRAD - 1 Employer Year
Population		
Sample Size		
Number Responding		

H MiSIS Course Withdrawal Data (Major Discipline)

	Term	Term	Term	Term	Term
1. Headcount (duplicated)					
2. Withdrawals					
3. Withdrawal %					
4. Primary Reasons:					
1.					
2.					
3.					

I MiSIS Graduate Follow-up

	Year	Year	Year	Year	Year
1. Placement Rate					
2. Overall Salary Data	$	$	$	$	$
3. Beginning Full-Time Salaries	$	$	$	$	$
4. Transfer Percentage	%	%	%	%	%
5. Job Availability Rating					
6. Reasons Job Not Related:					
1.					
2.					
3.					
7. Overall Rating					
8. Interested/Other Courses	%	%	%	%	%

	GRAD - 1 Year
Population	
Sample Size	
Number Responding	

Notes:

Rating Scale: Very Good - 1; Good - 2; Average - 3; Poor - 4; Very Poor - 5

MANAGER

COLLEGE: ____________________

PROGRAM: ____________________

YEAR IMPLEMENTED: __________ STATUS: _____

CLASSIFICATION NUMBERS

ACS: ____________________

CIP: ____________________

DATE: / / — / /

A PROE Program Review Data

	Year	Year	Year	Year	Year
1. Placement Effectiveness:					
Faculty					
Students					
Advisory Committee					
2. Program/Course Content:					
Faculty					
Students					
Advisory Committee					
3. Program Advisement/Career Information:					
Faculty					
Students					
4. Provisions for Special Populations and Achieving Sex Equity					
5. Equipment and Facilities:					
Faculty					
Students					
Advisory Committee					
6. Major Weaknesses (faculty and Advisory Committee):					
1.					
2.					
3.					

	Faculty Year	Student Year	Advisory Committee Year
Population			
Sample Size			
Number Responding			

ANALYSIS PARAMETERS:

QUESTIONS/CONCERNS:

B ACS Activities Classification Structure Data (Major Discipline)

	Year ____	Year ____	Year ____	Year ____	Year ____
[illegible]					
2. 1.X Instruction Cost (per SCH)	$	$	$	$	$
[illegible]					
4. 1.XXX Instruction Cost (per SCH)	$	$	$	$	$
[illegible]					
6. Student contact hours generated					
[illegible]					
8. Course contact hours generated					
[illegible]					
10. Part-time faculty FTE					
[illegible]					
12. Headcount (unduplicated)					

NOTE: The above cost figures represent costs for *major courses only* in the area being studied. See below for available total "program" cost.

13. Total Program Cost	$	$	$	$	$
14. Program Cost (per SCH) Level 1.___	$	$	$	$	$

ANALYSIS PARAMETERS: ______________________

QUESTIONS/CONCERNS: ______________________

C MiSIS Instructional Ratings From Student Follow-up Data

	Year	Year	Year	Year	Year
	G1-NRS	G1-NRS	G1-NRS	G1-NRS	G1-NRS
1. Quality of Instruction	–	–	–	–	–
2. Grading/Testing	–	–	–	–	–
3. Instructor Interest	–	–	–	–	–
4. Content of Courses	–	–	–	–	–
5. Instructional Media	–	–	–	–	–
6. Class Size	–	–	–	–	–

	GRAD-1 Year	NRS Year
	____ ____ ____ ____ ____	____ ____ ____ ____ ____
Population		
Sample Size		
Number Responding		

ANALYSIS PARAMETERS: ______________________________

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QUESTIONS/CONCERNS: ______________________________

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D MiSIS Nonreturning Student Follow-up Data

	Year ____	Year ____	Year ____	Year ____	Year ____
1. Goal Completion - Full	%	%	%	%	%
2. Goal Completion - Partial	%	%	%	%	%
3. Drop-out Rate	%	%	%	%	%
4. Reasons Not Returning:					
1.					
2.					
3.					
5. Overall Return [illegible]					
6. Interested/Other Courses	%	%	%	%	%
			NRS Year		
	____	____	____	____	____
Population					
Sample Size					
Number Responding					

ANALYSIS PARAMETERS: ______________________________

QUESTIONS/CONCERNS: ______________________________

E | MiSIS | Student Intent Data

	Year ____	Year ____	Year ____	Year ____	Year ____
1. Educational Goals:					
Improved Job Skills	%	%	%	%	%
[illegible]					
Univ. Trans. Credit	%	%	%	%	%
[illegible]					
Other	%	%	%	%	%
2. Degree Pursuing %	%	%	%	%	%
3. Goal Completion %	%	%	%	%	%
[illegible]					
5. Degree Completions:					
Associate Degree					
[illegible]					
Other					
			SE I Year		
Number Responding	____	____	____	____	____

ANALYSIS PARAMETERS: ______________________________

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QUESTIONS/CONCERNS: ______________________________

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F MiSIS Demographic Data

	Year ____	Year ____	Year ____	Year ____	Year ____
1. Male	%	%	%	%	%
Female	%	%	%	%	%
Unspecified	%	%	%	%	%
2. Amer. Indian/Alaskan Native	%	%	%	%	%
Asian/Pacific Islander	%	%	%	%	%
Black, not Hispanic	%	%	%	%	%
Hispanic	%	%	%	%	%
White, not Hispanic	%	%	%	%	%
Nonresident Alien	%	%	%	%	%
Unspecified	%	%	%	%	%
3. 16-19	%	%	%	%	%
20-24	%	%	%	%	%
25-29	%	%	%	%	%
30-34	%	%	%	%	%
35-44	%	%	%	%	%
45-54	%	%	%	%	%
55-64	%	%	%	%	%
65-Over	%	%	%	%	%
Unspecified	%	%	%	%	%
Average Age					

ANALYSIS PARAMETERS: ______________________________

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QUESTIONS/CONCERNS: ______________________________

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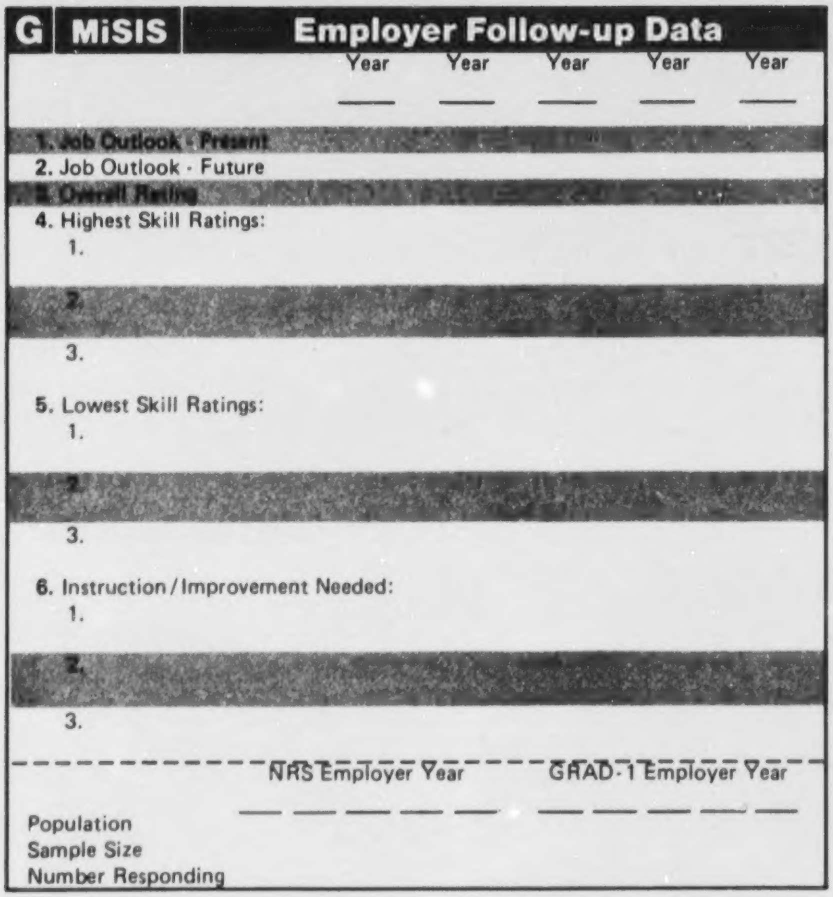

G **MiSIS** **Employer Follow-up Data**

	Year	Year	Year	Year	Year
	____	____	____	____	____
1. Job Outlook - Present					
2. Job Outlook - Future					
3. Overall Rating					
4. Highest Skill Ratings:					
1.					
2.					
3.					
5. Lowest Skill Ratings:					
1.					
2.					
3.					
6. Instruction/Improvement Needed:					
1.					
2.					
3.					

	NRS Employer Year	GRAD-1 Employer Year
	___ ___ ___ ___ ___	___ ___ ___ ___ ___
Population		
Sample Size		
Number Responding		

ANALYSIS PARAMETERS: ______________________________

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QUESTIONS/CONCERNS: ______________________________

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H MiSIS Course Withdrawal Data (Major Discipline)

	Term ____	Term ____	Term ____	Term ____	Term ____
1. Headcount (duplicated)					
2. Withdrawals					
3. Withdrawal %	%	%	%	%	%
4. Primary Reasons:					
1.					
2.					
3.					

ANALYSIS PARAMETERS: ____________________

QUESTIONS/CONCERNS: ____________________

I	MiSIS	Graduate Follow-up				
		Year ___	Year ___	Year ___	Year ___	Year ___
1. Placement Rate						
2. Overall Salary Data		$	$	$	$	$
3. Beginning Full-time Salaries $		$	$	$	$	$
4. Transfer Percentage		%	%	%	%	%
5. Job Applicability Rating						
6. Reasons Job Not Related:						
1.						
2.						
3.						
7. Overall Rating						
8. Interested/Other Courses		%	%	%	%	%
		GRAD - 1 Year				
		___	___	___	___	___
Population						
Sample Size						
Number Responding						

ANALYSIS PARAMETERS: ____________________

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QUESTIONS/CONCERNS: ____________________

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APPENDIX J

MANAGER

COLLEGE	PROGRAM	YEAR IMPLEMENTED	STATUS	CLASSIFICATION NUMBERS ACS	CLASSIFICATION NUMBERS CIP	DATE
Charleston Community College	Design Technologies	Fall 1968	Active	1.31 1.32		1/28/82 — 3/18/82

A PROE Program Review Data

	Year 77-78	Year 80-81	Year ___	Year ___	Year ___
1. Placement Effectiveness					
Faculty	Average	Good			
Students	V. Poor	V. Poor			
Advisory Committee	Good	Good			
2. Program/Course Content					
Faculty	Good	V. Good			
Students	Good	Good			
Advisory Committee	Average	V Good			
3. Program Advisement/Career Information					
Faculty	Good	Poor			
Students	Good	Good			
4. Provisions for Special Populations and Achieving Sex Equity	Poor	Good			
5. Equipment and Facilities					
Faculty	Poor	Poor			
Students	Poor	Poor			
Advisory Committee	Poor	Good			

6. Major Weaknesses (Faculty and Advisory Committee)

1. Need computerized drafting equipment
2. Need better career counseling information
3. Need to update course objectives and content

	Faculty Year 77-78	80-81	___	___	Student Year 77-78	80-81	___	___	Advisory Committee Year 77-78	80-81	___	___
Population	12	12			98	125			12	10		
Sample Size	-	-			-	-			-	-		
Number Responding	11	12			69	78			10	9		

B ACS Activities Classification Structure Data (Major Discipline)

	Year 77-78	Year 78-79	Year 79-80	Year 80-81	Year ___
1. 1.0 Instruction Cost (per SCH)	$	$	$ 1.61	$ 1.83	$
2. 1.X Instruction Cost (per SCH)	$	$	$ 2.59	$ 2.86	$
3. 1.XX Instruction Cost (per SCH)	$	$	$ 2.35	$ 2.28	$
4. 1.XXX Instruction Cost (per SCH)	$	$	$ —	$ —	$
5. Student credit hours generated	5612	7407	8377	10,680	
6. Student contact hours generated	88,320	111,120	132,480	168,960	
7. Course credit hours generated	1403	1851	2094	2670	
8. Course contact hours generated	4349	5738	6491	8277	
9. Full-time faculty FTE	3.3	3.2	4.0	4.0	
10. Part time faculty FTE	5.8	6.3	8.0	8.0	
11. Headcount (duplicated)	715	728	918	938	
12. Headcount (unduplicated)	550	560	680	685	

NOTE: The above cost figures represent costs for major courses only in the area being studied. See below for available total "program" cost.

13. Total Program Cost	$	$	$	$ 623,776	$
14. Program Cost (per SCH) Level 1 .32	$	$	$	$ 3.10	$

C MiSIS Instructional Ratings From Student Follow-up Data

	Year 77-78 G1-NRS	Year 78-79 G1-NRS	Year 79-80 G1-NRS	Year 80-81 G1-NRS	Year G1-NRS
1. Quality of Instruction	Good – Good	Good – Av.	Av. – Poor	Poor – Av.	–
2. Grading/Testing	V.Good Good	Good Good	Good Good	Av. – Av.	–
3. Instructor Interest	Av. – Av.	Av. – Av.	V.Poor – Poor	Poor – Av.	–
4. Content of Courses	Good – Good	Good – Av.	Av. – Good	Av. – Av.	–
5. Instructional Media	Good – Av.	Av. – Av.	Av. – Poor	Poor – Av.	–
6. Class Size	Av. – Av.	Av. – Av.	Av. – Av.	Poor – Av.	–

	GRAD-1 Year 77-78	78-79	79-80	80-81	___	NRS Year 77-78	78-79	79-80	80-81	___
Population	258	236	173	98		109	174	227	330	
Sample Size	–	–	–	–		–	–	–	–	
Number Responding	84	85	47	59		62	85	139	139	

D MiSIS Nonreturning Student Follow-up Data

	Year 77-78	Year 78-79	Year 79-80	Year 80-81	Year ___
1. Goal Completion - Full	22 %	24 %	20 %	18 %	%
2. Goal Completion - Partial	58 %	60 %	60 %	58 %	%
3. Drop-out Rate	4.8 %	8.6 %	10.2 %	10.8 %	%

4. Reasons Not Returning

1. Grade problems
2. Conflicting job hours
3. Financial reasons

	Year 77-78	Year 78-79	Year 79-80	Year 80-81	Year ___
5. Overall Rating (Employed/Military)	Good	Average	Poor	Poor	
6. Interested/Other Courses	35 %	40 %	45 %	50 %	%

	NRS Year 77-78	78-79	79-80	80-81	___
Population	257	295	341	330	
Sample Size	-	-	-	-	
Number Responding	126	95	150	139	

E MiSIS Student Intent Data

	Year 77-78	Year 78-79	Year 79-80	Year 80-81	Year ___
1. Educational Goals					
Improved Job Skills	25 %	25 %	24 %	22 %	%
Prepare for Job	34 %	36 %	38 %	39 %	%
Univ. Trans. Credit	19 %	16 %	15 %	15 %	%
Personal Interest	18 %	19 %	20 %	20 %	%
Other	4 %	4 %	3 %	4 %	%
2. Degree Pursuing %	41 %	37 %	40 %	31 %	%
3. Goal Completion %	80 %	84 %	80 %	58 %	%
4. Total Population Declaring	460	610	690	880	
5. Degree Completions					
Associate Degree	68	58	56	55	
Certificate	31	40	41	49	
Other	0	0	0	0	

	SE I Year 77-78	78-79	79-80	80-81	___
Number Responding	460	610	690	880	

MANAGER

COLLEGE	PROGRAM	YEAR IMPLEMENTED	STATUS	CLASSIFICATION NUMBERS ACS				CIP	DATE
Charleston Community College	Design Technologies	Fall 1968	Active	231	1.32				1/28/82 — 3/19/82

F MiSIS Demographic Data

	Year 77-78	Year 78-79	Year 79-80	Year 80-81	Year ___
1. Male	53 %	52 %	50 %	47 %	%
Female	45 %	46 %	43 %	52 %	%
Unspecified	2 %	2 %	2 %	1 %	%
2. Amer. Indian / Alaskan Native	1 %	1 %	1 %	1 %	%
Asian / Pacific Islander	1 %	1 %	1 %	1 %	%
Black, not Hispanic	6 %	6 %	8 %	9 %	%
Hispanic	9 %	8 %	8 %	8 %	%
White, not Hispanic	79 %	79 %	78 %	76 %	%
Nonresident Alien	1 %	1 %	1 %	1 %	%
Unspecified	3 %	4 %	3 %	4 %	%
3. 16-19	10 %	9 %	8 %	8 %	%
20-24	31 %	32 %	32 %	33 %	%
25-29	18 %	19 %	21 %	21 %	%
30-34	13 %	12 %	14 %	13 %	%
35-44	13 %	14 %	13 %	13 %	%
45-54	8 %	7 %	6 %	6 %	%
55-64	2 %	2 %	2 %	2 %	%
65-Over	1 %	1 %	1 %	1 %	%
Unspecified	4 %	4 %	3 %	3 %	%
Average Age	26.7	27.1	29.2	29.1	

G MiSIS Employer Follow-up Data

	Year 77-78	Year 78-79	Year 79-80	Year 80-81	Year ___
1. Job Outlook - Present	Good	Good	Good	Good	
2. Job Outlook - Future	Good	Good	Good	Aver.	
3. Overall Rating	Good	Aver.	Aver.	Aver.	

4. Highest Skill Ratings
   1. Following instructions
   2. Punctuality
   3. Operation of equipment

5. Lowest Skill Ratings
   1. Technical knowledge
   2. Communication skills
   3. Accepting responsibility

6. Instruction / Improvement Needed
   1. Need instruction in computerized drafting
   2. Need supervisory skills training
   3. Need communication skills training

	NRS Employer Year 77-78	78-79	79-80	80-81	___	GRAD-1 Employer Year 77-78	78-79	79-80	80-81	___
Population	35	30	39	41		105	117	104	125	
Sample Size	-	-	-	-		-	-	-	-	
Number Responding	15	11	17	25		67	61	78	81	

H MiSIS Course Withdrawal Data (Major Discipline)

	Term Fall-77	Term Fall-78	Term Fall-79	Term Fall-80	Term ___
1. Headcount (duplicated)	320	380	410	450	
2. Withdrawals	45	80	105	98	
3. Withdrawal %	14 %	21 %	25 %	22 %	%

4. Primary Reasons
   1. Conflicting job hours
   2. Financial reasons
   3. Personal/family illness/injury

I MiSIS Graduate Follow-up

	Year 77-78	Year 78-79	Year 79-80	Year 80-81	Year ___
1. Placement Rate	60 %	62 %	51 %	42 %	%
2. Overall Salary Data	$ 856	$ 920	$ 880	$ 1050	$
3. Beginning Full-time Salaries	$ 750	$ 876	$ 871	$ 920	$
4. Transfer Percentage	25 %	15 %	— %	10 %	%
5. Job Availability Rating	Good	Good	Aver.	Aver.	

6. Reasons Job Not Related
   1. Found better paying job in another field
   2. Could not find job in field of preparation
   3. Worked previously in field of preparation, but changed

	Year 77-78	Year 78-79	Year 79-80	Year 80-81	Year ___
7. Overall Rating	Good	Good	Poor	Aver.	
8. Interested / Other Courses	40 %	30 %	30 %	25 %	%

	GRAD-1 Year 77-78	78-79	79-80	80-81	___
Population	99	99	97	104	
Sample Size	-	-	-	-	
Number Responding	59	43	57	69	

Notes:

Rating Scale: Very Good - 1; Good - 2; Average - 3; Poor - 4; Very Poor - 5

APPENDIX K

RESULTS OF SCHOOL CRAFT COMMUNITY COLLEGES FIELD TEST OF MANAGER

The following are excerpts from Schoolcraft Community Colleges' MANAGER Report. This is one of six reports submitted by the colleges who field tested MANAGER during the 1981-82 school year. It is included here as an example of how your institution might proceed with implementing MANAGER. Included are the following:

A. Documentation of significant events which occurred during implementation;

B. List of the members of the Curriculum and Instruction Sub-Committee and their responsibilities;

C. A description of the five programs evaluated and a time schedule concerning the significant activities of the MANAGER procedure;

D. A list of the negative and positive parameters that were used in their study;

E. A list of the positive and negative indicators encountered within each program;

F. A list of questions and concerns generated from review;

G. Identification of possible alternatives for each program; and

H. Explanation of the cost for conducting the procedure.

Schoolcraft did complete a MANAGER Format for each program evaluated. However, these are not included here.

SCHOOLCRAFT COMMUNITY COLLEGE

SIGNIFICANT EVENTS

October 19, 1982:

The Curriculum and Instruction Sub-Committee began the first of numerous meetings relating to the implementation and coordination of the MANAGER Information System.

February 23, 1982

The purpose of this meeting was to review the procedural guidelines from Grand Rapids Community College and the PREP document. It was decided that:

1. The procedural guidelines from Grand Rapids Community College be adopted.
2. The PREP questionnaire be used in a self-study process for the following disciplines: English: Political-Science: Psychology.
3. The PREP questionnaire be made available to the full-time and part-time staff beginning the week of March 8, 1982.
4. The MANAGER concept is in its pilot stage and is being tested by seven community colleges. As a pilot institution, the college must evaluate five programs using the MANAGER concept and the reports must be submitted to the Office of Curriculum Planning and Evaluation no later than June 30. 1982.
5. It was decided that the college would use the concept on all seventeen vocational-technical programs. A minimum of five programs will be submitted to the state.
6. Programs already scheduled for review this year under PROE include:

    Associate Degree Nursing
    Medical Laboratory Technology
    Architecture
    Welding Technology
    Child Care and Development
    Civil Technology
    Security Management
    plus Liberal Arts by PREP

Programs which were reviewed last year include:

Accounting
Computer Science
General Business
Auto Service
Climate Systems Technology
Biomedical Equipment Technology
Metallurgy

March 29, 1982:

Gerald Storey, Research Assistant, was assigned to work on the MANAGER **Information System project.** The manual was read and notes were taken to describe an approach for conducting the MANAGER procedure.

April 5, 1982:

Data collection began, which entailed reviewing the figures supplied by Instructional Development and Evaluation Associates, Inc., SEI-1 survey and Schoolcraft Community College's PROE information. The data had to be transposed manually onto accounting forms so that the appropriate statistics could be calculated.

April 16, 1982:

The transposition of the derived data for each of the five programs onto the MANAGER format began.

May 10, 1982:

First site visit by Karen Pierson.

May 21, 1982:

Training seminar at Henry Ford Community College on the Black Hawk Micro-Computer.

June 4, 1982:

Began the interpretation of the data and assignment of appropriate parameters where applicable.

June 6, 1982:

Began documentation of the results of the MANAGER procedure also problems and comments as a result of the documentation.

June 10, 1982:

The CIC sub-committee met to discuss the questions and concerns generated as a result of reviewing the MANAGER forms, also recommendations were made on the operation of MANAGER in the future.

June 22, 1982:

Second site visit by Karen Pierson.

SCHOOLCRAFT COMMUNITY COLLEGE

CURRICULUM AND EVALUATION SUB-COMMITTEE

COURSE DESCRIPTION AND TIME SCHEDULE

In this section is a list of the members of the Curriculum and Instruction Sub-committee and their responsibilities, a description of the five programs being evaluated and a time schedule concerning the significant activities of the MANAGER procedure.

CIC: Curriculum and Instruction Sub-Committee:

Five technical programs were selected by the Curriculum and Instruction Sub-Committee (CIC) for the 1980-81 course evaluation at Schoolcraft College. Dr. Louis Reibling, Dean of Instruction, appointed Larry Ordowski, Assistant Dean of Liberal Arts, Chairperson of the CIC subcommittee. Other members of the committee were James Meznek, Director of Instructional Research, John Webber, Director of Counseling, Jean Christensen, Assistant Dean of Community Services, faculty member Larry Williams (Mathematics), faculty member Sharon Cotton (Business), Wendy Gans, Student Intern, and Gerald Storey, Research Assistant. Gerald Storey and James Meznek were responsible for the data collection, interpretation, and presentation of the MANAGER information. The remaining committee members responsibilities were as follows:

(1) Alert the Vice President of Instruction of the College and other key administrators to the evaluation results in order to enlist their support for necessary corrective action.

(2) Meet with program faculties, advisory committee representatives, appropriate Assistant Deans, and the Curriculum Instruction Committee as a group to (a) present the results of the evaluation process and (b) assign responsibilities for specific corrective action.

(3) Work with the Department Representatives and specific sub-committees as they examine the issues and from their recommendations. Receive reports from Department Representatives containing the specific recommendations of the action committees.

(4) Receive reports from Department Representatives containing the specific recommendations of the action committees.

(5) Combine those recommendations for action from the separate areas that are capable of being addressed at the Curriculum Instruction

Committee or at least higher than programmatic level.

(6) Initiate action on specific recommendations in those cases where such action lies within the authority of the Dean.

(7) Make appropriate requests to higher authority for the initiation of corrective action in those cases where the Dean alone cannot bring it about.

(8) Follow-up to determine need for further action, if any.

Program Description:

The five programs chosen for evaluation were Accounting, Secretarial Science, Associate Degree Nursing, Automotive and Civil Technology.

Accounting:

The accounting program is designed to familiarize the students with the work and overall problems of the accountant, and to provide specialized and effective training for those who seek employment in the accounting occupations in business and industry.

An accountant compiles and analyzes business records and prepares financial reports. An accountant may specialize in such areas as auditing, tax work, cost accounting, budget and control, or systems and procedures. The student who satisfactorily completes the accounting curriculum qualified for the Associate in Applied Science Degree or Certificate of Program Completion.

Secretarial Science:

The secretarial program consists of four separate curricula (Clerk-Typist, Secretarial-General, Secretarial-Legal, and Secretarial-Medical) that were combined to evaluate Secretarial Science.

Clerk-Typist:

The clerk-typist program is structured to provide students with business knowledge and skills that will enable them to perform with competence and flexibility clerical or typing jobs assigned. The duties of a clerk-typist involve the performance of a considerable variety of general clerical duties that require accurate, rapid, and judicious application of typing skills. The student who satisfactorily completes the Clerk-typist curriculum qualifies for the Associate in Applied Science Degree.

Secretarial-General:

The general secretary receives training and education to become an office employee who has a more responsible position that a stenographer. The general secretary takes and transcribes dictation. The secretary learns how to deal with the public in answering the telephone, meeting callers and making appointments, and is trained in maintaining or filing records, letters, etc. A secretary frequently acts as an administrative assistant or a junior executive. The student who satisfactorily completes the Secretarial-General curriculum qualifies for an Associate in Applied Science Degree.

Secretarial-Legal:

The legal secretary, in addition to receiving a great deal of general secretarial education, learns how to prepare legal papers and correspondence of a legal nature such as summons, complaints, motions, and subpoenas. The legal secretary is usually employed by a lawyer or a law firm and must have a working knowledge of legal terminology. The student who satisfactorily completes the Secretarial-Legal curriculum qualifies for an Associate in Applied Science Degree.

Secretarial-Medical:

The medical secretary, in addition to developing a solid background in general secretarial education, learns how to prepare medical charts and reports for doctors or hospital personnel, utilizing knowledge of medical terminology. The medical secretary may be called upon to take and transcribe dictation, to prepare and send bills to patients and record appointments. The student who satisfactorily completes the Secretarial-Medical curriculum qualifies for an Associate in Applied Science Degree.

Associate Degree Nursing:

The Associate Degree Nursing program is designed for students who wish to prepare for general nursing duties and who have demonstrated the potential to fulfill the requirements for the Associate in Applied Science Degree (Nursing). The curriculum may be completed in four semesters and one eight-week spring session. Nursing courses must be taken in sequence and a minimum grade of C is required for progression to the next nursing course. A minimum grade of C is also required for the basic science courses. Academic courses, other than nursing, must be completed by the finalization of the nursing courses. Students must furnish and maintain uniforms, laboratory coats, or other appropriate apparel required by the institution they are assigned for clinical instruction.

The student who satisfactorily completes the Associate Degree Nursing curriculum qualifies for an Associate in Applied Science Degree and is eligible to write the Michigan Board of Nursing Licensure Examination for Registered Nursing.

Automotive:

The automotive program consists of two separate curricula (Automotive Service Certificate Program and Automotive Dealership Management) that were combined to evaluate automotive.

Automotive Service Certificate Program:

The Automotive Service Certificate program is designed to provide training within a ten month period of time, for persons interested in immediate employment opportunity as service mechanics. Protective shop clothing, tools and equipment are required for this curriculum. Protective clothing is supplied on a student purchase basis only. Basic tools and equipment required in job performance at the college and for entry into the work force will be purchased by the student from an approved supply list. The student who satisfactorily completes the Certificate program should be qualified to take the State Licensing Examination or the N.I.A.S.E. National Examination.

Automotive Dealership Management:

The service department of a dealership or other service facility is headed by the Service Manager who supervises the overall operation and is responsible for customer satisfaction. Managers must be good administrators. They must have the ability to build employee teamwork and morale, and build good customer relations for the service facility. In addition to operating a profitable, efficient service operation, they must know how to use advertising and sales promotions to increase business volume.

Protective shop clothing, tools and equipment are required for this curriculum. Protective clothing is supplied on a student purchase basis only. Basic tools and equipment required in job performance at the college and for entry into the work force will be purchased by the student from an approved supply list.

The student who satisfactorily completes the Automotive Dealership Management curriculum qualifies for an Associate in Applied Science Degree.

Civil/Construction Technology:

The prime objective of the Civil/Construction Technology Program is the development of paraprofessional specialists, trained in highway and building skills, to serve in supporting roles to professional engineers.

Some of these skills include surveying techniques, laboratory and field testing procedures, and basic drafting fundamentals. With these skills the technician is a vital factor in the team work that is essential in professional engineering occupations. The student who satisfactorily completes the Civil/Construction Technology curriculum qualifies for an Associate in Applied Science Degree.

Form For Recording MANAGER TIMELINE

Time When the Activity
Will Occur

	Management Function*	Completion Date	April				May				June				Responsibility
			1	2	3	4	5	6	7	8	9	10	11	12	
1A)	Program Select/Rationale Manager Team	April 2	▲												Evaluation Committee
2B)	Completed Manager Format (includes ACS)	April 30	▲-	- -	- -	-▲									Meznek/Storey/Raby
3C)	Establish Comparison Strategy	April 30				▲									Meznek/Evaluation Committee
4D)	Review and Establish Analysis Parameters	May 3					▲								Meznek/Evaluation Committee
5	Committee Evaluation of Prog. 1 & 2 using Manager	May 31						▲-	- -	-▲					Evaluation Committee
6	Committee Evaluation of Prog. 3, 4, 5 using Manager	June 11								▲-	- -	-▲			Evaluation Committee
6-6E)	Validity Reviewed/ Documented	June 11						▲-	- -	- -	- -	-▲			Meznek/Evaluation Committee
6F)	Positive/Negative Flags Identified	June 11						▲-	- -	- -	- -	-▲			Meznek/Evaluation Committee
6G)	Questions/Concerns Documented	June 11						▲-	- -	- -	- -	-▲			Meznek/Evaluation Committee
6H)	Response to Concerns Documented	June 11						▲-	- -	- -	- -	-▲			Meznek/Evaluation Committee
6I)	Alternative Program Activities Documented	June 11						▲-	- -	- -	- -	-▲			Meznek/Evaluation Committee
6J)	Manager Recommendations/ Conclusions	June 30											▲-	-▲	Reibling/Evaluation Committee
6K)	Final State Report	June 30											▲-	-▲	Meznek

SCHOOLCRAFT COMMUNITY COLLEGE

ANALYSIS PARAMETERS

A listing of the negative and positive parameters that were used in this study are contained in this section. There was no deviation from the list supplied by the MANAGER Information System. However, some of the parameters did not apply since only one year of data was available. Also, the clarity of the documentation inhibited the use of various parameters.

ANALYSIS PARAMETERS

A. Program Review Data:

1. Any median or mid-point rating which is in the "below expectations" category in the most recent year studied.

B. Activities Classification Structure Data:

1. 1.XXX cost greater than 25 percent of 1.XX cost.
2. 1.XX cost greater than 25 percent of 1.X cost.
3. 1.X cost greater than 25 percent of 1.0 cost.

C. Instructional Ratings:

1. Any rating less than 3.60 or decrease of 0.30.

D. Non-Returning Student Follow-up:

1. "Dissatisfaction with instruction" or "dissatisfaction with courses" as one of three primary reasons for not returning.
2. Overall rating less than 3.80 or decrease of 0.30.
3. Interest in other courses less than 40 percent.
4. Drop-out rate greater than 8 percent.
5. No certificate of associate degrees granted for 2 year period of time.
6. Decrease of program completions of more than 20 percent.

E. Student Intent Data:

1. No population in program for two consecutive years.
2. There has been more than 15 percent decrease in population size from one year to the next.
3. Population size has declined for two consecutive years.
4. Goal completion rate less than 55 percent or decrease for two consecutive years.

F. Demographic Data:

1. More than 35 percent difference in male/female ratio.
2. More than 10 percent difference between any one ethnic grouping in program and ethnic grouping in service area.

G. Employer Follow-up:

1. Job outlook rating (present or future less than 3.80).
2. Future job outlook rating less than present job outlook rating.
3. Overall rating less than 3.80.
4. Any of three lowest ratings below 3.80.

H. Course Withdrawal Data:

1. One of top three reasons listed for withdrawals is "dissatisfaction with instruction" or "dissatisfaction with course content".
2. Withdrawal percentage is more than 20 percent.

I. Graduate Follow-up:

1. Placement rate less than 65 percent or decrease of more than 10 percent.
2. Job availability rating less than 3.80 or decrease of more than 0.30.
3. One of top three reasons for job not related is "could not find job in field of preparation" or "not sufficiently qualified for a job in my field of college preparation".
4. Overall rating less than 3.80 or decrease of 0.30.
5. Interest in other courses less than 40 percent.

ANALYSIS PARAMETERS

(Positives)

A. Program Review:

1. Any median or mid-point rating which is in the "excellent" category.

B. Activities Classification Structure Data:

C. Instructional Ratings:

1. Any rating more than 4.20.

D. Non-Returning Student Follow-up:

1. Overall rating is more than 4.50.
2. Interest in other courses is more than 75 percent.
3. Drop-out rate is less than 2 percent.
4. Full goal completion more than 25 percent.
5. Increase in program completions of more than 20 percent.

E. Student Data:

1. Total population size increasing by more than 15 percent.
2. Total population size increasing for three consecutive years.
3. Goal completion rate increasing by more than 15 percent.
4. Goal completion rate more than 90 percent.

F. Demographic Data:

1. Decrease in percentage difference between male/female ratio.

G. Employer Follow-up:

1. Overall rating more than 4.20.
2. Any highest ratings more than 4.40.
3. None of lowest ratings lower than 3.80.

H. Course Withdrawal Data:

1. "Dissatisfaction with instruction" and/or "dissatisfaction with course content" below 3 percent.

I. Graduate Follow-up:

1. Placement rate more than 90 percent or increase of more than 10 percent.
2. Overall rating is more than 4.60.
3. Interest in other courses is more than 65 percent.

SCHOOLCRAFT COMMUNITY COLLEGE

PARAMETERS IDENTIFIED

Contained in this section is a listing of the positive and negative indicators encountered within each program. This section serves as a summary and is useful to the reader by exemplifying the strong and weak points of a program.

FLAGS

SCHOOLCRAFT COMMUNITY COLLEGE

Accounting ACS 1.21

A. Program Review Data:

1. Faculty rates **program**/course content below average.

B. ACS Data:

1. The 1.XXX cost was 28 percent higher than the 1.XX cost.

C. Instructional Ratings:

1. Grading/testing rating at 3.50.

D. Non-Returning Student Follow-up Data:

1. Drop-out rate at 43 percent.
2. Dissatisfied with instruction was a primary reason for not returning.

E. Student Intent Data:

1. Goal completion rate at 17 percent.

F. Demographic Data:

1. Difference of 14.6 percent in white, **non-hispanic ethnic group.**
2. Difference of 86.6 percent in unspecific ethnic group.

G. Employer Follow-up Data:

1. Future job outlook rating is less than present job outlook rating.
2. Lowest ratings (below 3.80) given in technical knowledge, organizational ability and communication skills.

H. Course Withdrawal Data:

1. Course withdrawal rate at 21 percent.
2. Dissatisfied with instruction is a reason listed for withdrawal.

I. Graduate Follow-Up Data:

1. One of top three reasons for job not related is: "could not find job in field of preparation".

POSITIVES

SCHOOLCRAFT COMMUNITY COLLEGE

Accounting ACS 1.21

A. Program Review Data:

1. No positives.

B. ACS Data:

1. No positives.

C. Instructional Ratings:

1. Quality of instruction rating at 4.38.
2. Instruction interest rating at 4.27.
3. Content of courses rating at 4.30.

D. Non-Returning Student Follow-up Data:

1. No positives.

E. Student Intent Data:

1. Total population increases by more than 15 percent.

F. Demographic Data:

1. No positives.

G. Employer Follow-Up Data:

1. Lowest ratings (above 4.20) given in willingness to learn and management cooperation.

H. Course Withdrawal Data:

1. No positives.

I. Graduate Follow-Up Data:

1. No positives.

FLAGS

SCHOOLCRAFT COMMUNITY COLLEGE

Secretarial Science ACS 1.23

A. Program Review Data:

1. No flags.

B. ACS Data:

1. No flags.

C. Instructional Ratings:

1. No flags.

D. Non-Returning Student Follow-Up Data:

1. Drop-out rate at 33.3 percent.

E. Student Intent Data:

1. Goal completion rate at 14 percent.
2. Total population decreased by more than 15 percent.

F. Demographic Data:

1. No flags.

G. Employer Follow-Up Data:

1. No flags.

H. Course Withdrawal Data:

1. Two of the top three reason listed for withdrawal are: "dissatisfied with course content" and "dissatisfied with instruction".

I. Graduate Follow-Up Data:

1. One of top three reasons for job not related is "could not find job in field of preparation".

POSITIVES

SCHOOLCRAFT COMMUNITY COLLEGE

Secretarial Science ACS 1.23

A. Program Review Data:

1. Placement effectiveness was given a rating of excellent by the faculty.

B. ACS Data:

1. No positives.

C. Instructional Ratings:

1. Quality of instruction rating at 4.40.
2. Instructor interest rating at 4.34.
3. Content of courses rating at 4.25.
4. Class size rating at 4.34.

D. Non-Returning Student Follow-Up Data:

1. Interest/other courses is more than 75 percent.

E. Student Intent Data:

1. No positives.

F. Demographic Data:

1. No positives.

G. Employer Follow-Up Data:

1. Overall rating is 4.50.
2. Highest ratings (above 4.40) given in work attendance, willingness to learn, management cooperation and personal appearance.

H. Course Withdrawal Data:

1. No positives.

I. Graduate Follow-Up Data:

1. Interest/other courses more than 65 percent.

FLAGS

SCHOOLCRAFT COMMUNITY COLLEGE

Associate Degree Nursing ACS 1.41

A. Program Review Data:

1. Faculty rates placement effectiveness as poor.
2. Faculty rates equipment and **facilities** as below expectations.

B. ACS Data:

1. No flags.

C. Instructional Ratings:

1. No flags.

D. Non-Returning Student Follow-Up Data:

1. "Dissatisfaction with instruction" as reason for not returning.

E. Student Intent Data:

1. Goal completion rate less than 55 percent.

F. Demographic Data:

1. No flags.

G. Employer Follow-Up Data:

1. No flags.

H. Course Withdrawal Data:

1. No flags.

I. Graduate Follow-Up Data:

1. No flags.

POSITIVES

SCHOOLCRAFT COMMUNITY COLLEGE

Associate Degree Nursing ACS 1.41

A. Program Review Data:

1. Advisory committee rates placement effectiveness as excellent.

B. ACS Data:

1. No positives.

C. Instructional Ratings:

1. Quality of instruction rating is 4.31.
2. Instructor interest rating is 4.31.
3. Content of courses rating is 4.26.

D. Non-Returning Student Follow-Up Data:

1. Drop-Out rate is less than 2 percent.

E. Student Intent Data:

1. Total population increases by more than 15 percent.

F. Demographic Data:

1. Decrease is percentage difference between male/female ratio.

G. Employer Follow-Up Data:

1. Overall rating is 4.40.
2. Highest rating (above 4.40) given for personal appearance.

H. Course Withdrawal Data:

1. No positives.

I. Graduate Follow-Up Data:

1. Placement rate is more than 90 percent.

FLAGS

SCHOOLCRAFT COMMUNITY COLLEGE

Automotive ACS 1.33

A. Program Review Data:

1. No flags.

B. ACS Data:

1. The 1.XXX cost is 28 percent greater than the 1.XX cost.

C. Instructional Ratings:

1. No flags.

D. Non-Returning Student Follow-Up Data:

1. Drop-out rate is 25 percent.
2. "Dissatisfied with instruction" - one of the three reasons for not returning.

E. Student Intent Data:

1. More than a 15 percent decrease in total population.

F. Demographic Data:

1. No flags.

G. Employer Follow-Up Data:

1. Overall rating is 3.0.
2. Lowest ratings (below 3.80) given for work attitude, personal appearance and work quality.

H. Course Withdrawal Data:

1. No flags.

I. Graduate Follow-Up Data:

1. Job availability rating is 3.07.

POSITIVES

SCHOOLCRAFT COMMUNITY COLLEGE

Automotive ACS 1.33

A. Program Review Data:

1. No positives.

B. ACS Data:

1. No positives.

C. Instructional Ratings:

1. Quality of instruction is 4.40.
2. Instructor interest rating is 4.34.
3. Content of courses rating is 4.25.
4. Class size rating is 4.34.

D. Non-Returning Student Follow-Up Data:

1. No positives.

E. Student Intent Data:

1. No positives.

F. Demographic Data:

1. No positives.

G. Employer Follow-Up Data:

1. No positives.

H. Course Withdrawal Data:

1. No positives.

I. Graduate Follow-Up Data:

1. Placement rate is more than 90 percent.

FLAGS

SCHOOLCRAFT COMMUNITY COLLEGE

Civil Technology ACS 1.32

A. Program Review Data:

1. Faculty rates placement effectiveness as poor.
2. Advisory committee rates placement effectiveness as below expectations.
3. Faculty rates program/course content as poor.
4. Faculty rates program advisement/career information below expectations.
5. Faculty rates provisions for special population and achieving sex equity as below expectations.

B. ACS Data:

1. The 1.XX cost is 29 percent greater than the 1.X cost.

C. Instructional Ratings:

1. Quality of instruction rating is 2.50.
2. Grading/testing rating is 3.50.
3. Instruction interest rating is 3.16.

D. Non-Returning Student Follow-Up Data:

1. Drop-out rate is 100 percent.
2. Interest in other courses rating is zero percent.

E. Student Interest Data:

1. Goal completion rate is zero percent.

F. Demographic Data:

1. No flags.

G. Employer Folow-Up Data:

1. No flags.

H. Course Withdrawal Data:

1. No flags.

I. Graduate Follow-Up Data:

1. Job availability rating is 2.00.

POSITIVES

SCHOOLCRAFT COMMUNITY COLLEGE

Civil Technology ACS 1.32

A. Program Review Data:

1. No positives.

B. ACS Data:

1. No positives.

C. Instructional Ratings:

1. No positives.

D. Non-Returning Student Follow-Up Data:

1. No positives.

E. Student Intent Data:

1. No positives.

F. Demographic Data:

1. Decrease in percentage difference between male/female ratio.

G. Employer Follow Up Data:

1. No positives.

H. Course Withdrawal Data:

1. No positives.

I. Graduate Follow-Up Data:

1. Placement rate is more than 90 percent.
2. Interest in other courses is 67 percent.

SCHOOLCRAFT COMMUNITY COLLEGE

Questions/Concerns

1. Efficient class size matched against the cost factor.

2. Is rate of pay for the student leaving the institution an indicator of program success?

3. Form must be interpreted by whom? The committee?

4. Should the cost per student ratio be considered?

5. The base line must be established first and longitudinal study used as a follow-up.

6. Should the budget be tied in with the LRP of the college?

7. Will funding be made available for continuation of the MANAGER Format (search)?

8. Will the Format lend itself to good PR with the communities we service?

9. Will the "flags" help us identify the future needs of the communities, i.e. budget needs, equipment and staff needs, employer needs, need for course content changes, etc.?

10. Will the "positive flags" lead to merit pay for the faculty in the future?

11. How will the information be used to update the curriculum?

12. Is our current orientation program sufficient to answer the questions of students and staff?

13. Concept of feedback for an adequate rating will have to be addressed.

14. A vehicle for handling those areas identified as below expectations and poor must be established so that the problems can be ironed out by appropriate group.

15. Validity of data based on a small sample size is a concern.

16. We will have to develop a standardized format for reporting the good and the bad ratings to the staff.

17. Information should be made available to the counseling staff.

18. How does the Placement Office relate to this process?

19. Does the student benefit from the process?

155/156

SCHOOLCRAFT COMMUNITY COLLEGE

RESPONSE TO QUESTIONS AND CONCERNS

The full-time faculty were not available during the spring/summer session in sufficient numbers to relate to the MANAGER format. Therefore, this issue will be addressed during the fall semester where appropriate consideration can be achieved.

NARRATIVE POSSIBLE ALTERNATIVES: Accounting

The accounting curriculum appears solid and of acceptable quality. Costs for instruction are considerably below that for overall costs at the institution although they are higher at the 1.XX level. Instructional ratings are good for all six items of measurement. Data from the non-returning student follow-up is inconsistent due to validity and measurement problems. The drop-out rate at 43 percent is misleading. Demographic variables noting negative flags on the racial composition of students is also of a spurious nature, as are future out-look employer follow-up variables. Course withdrawal information would seem to warrant further attention.

Possible Alternatives for the Program:

Increase both the quality and quantity of graduate and employer follow-up information to establish some procedure to begin to review attrition within the curriculum. Investigate possible alternatives in reducing the curriculum cost, if applicable.

NARRATIVE POSSIBLE ATERNATIVES: Secretarial Science

Program review data indicates the curriculum is of good quality. Some concern however, was expressed regarding the need to up-date equipment and curriculum. The program is cost effective as compared to others within the ACS classification. Instructional ratings from student follow-up surveys also evaluate the curriculum as good. Non-returning students follow-up information indicates that attrition may be a problem in this program. Employer follow-up surveys also indicate a constant demand for trained secretaries. Course withdrawal information suggests some dissatisfaction with class content.

Possible Alternatives for the Program:

Begin to evaluate the attrition rate within the secretarial science curriculum. Further analysis is needed of the job market for graduates. **No growth is** projected with the existing figures. However, data is suspect.

NARRATIVE POSSIBLE ALTERNATIVES: Associate Degree Nursing

Program review data may indicate some dissatisfaction with the curriculum on the part of faculty as they're discordant with student perceptions. Overall evaluation would also indicate that the quality of this program may need to be reviewed. ACS data points to a cost effective operation. However, non-returning student dissatisfaction with instruction and the withdrawal rate warrant further consideration. Employment opportunities seem good as do working conditions and salaries.

Possible Alternatives for the Program:

Investigate non-returning students perceptions concerning quality of curriculum. Review placement effectiveness, equipment and facilities.

NARRATIVE POSSIBLE ALTERNATIVES: Automotive

Program Review and instructional ratings for the curriculum are good to excellent. Instructional costs are however, rather high as are drop-out rates. The employment potential and salaries are adequate.

Possible Alernatives for the Program:

Review expenditures for operational cost. Investigate non-returning students' dissatisfaction with instruction. Make corrections where necessitated. Monitor further occupational development in the curriculum for possible reductions.

NARRATIVE POSSIBLE ALTERNATIVES: Civil Technology

Program review indicates that the quality of the curriculum is poor. However, ACS current costs are low. Student ratings of the program tend to be below average. Non-returning student information is inconclusive. No information was available from employers. Course withdrawal data is inconclusive and graduate follow-up indicates problems with job availability.

Possible Alternatives for the Program:

This program should be reviewed next year to determine if it should be continued. Further study is suggested due to the lack of data for this program. Should additional programmatic review show that the performance of this curriculum is substandard, discontinuance is recommended.

SCHOOLCRAFT COMMUNITY COLLEGE

Cost for Conducting the MANAGER Procedure

The cost for conducting the MANAGER field test at Schoolcraft College is listed below. The project was funded by the MANAGER grant. However, not all of the expenses were paid out of the grant, some of the cost was absorbed by the college. The college paid for the services rendered by the accountant, secretary and a portion of the research consultant's fees.

SALARY AND FEE EXPENSE:			
Research Consultant's Fee:			
Schoolcraft College	$ 250.00		
MANAGER Grant	1,050.00	$1,300.00	
Accountant's Salary:			
Schoolcraft College		246.00	
Secretary's Salary:			
Schoolcraft College		375.00	
Student Aide's Salary:			
MANAGER Grant		400.00	
Total Salary and Fee Expense			$2,321.00
OFFICE SUPPLIES:			
Typing Element		$ 19.00	
2" 3 Ring Binders		6.12	
Roget's Thesaurus		1.95	
Fortran Coding Sheets		3.18	
1" 3 Ring Binders		13.92	
Calculator		12.50	
Templates		23.00	
Floppy Discs		9.60	
Correcting Tape/Fluid		3.47	
Pencil Erasers		.98	
Postage		100.00	193.72
TOTAL EXPENSE OF MANAGER PROCEDURE			$2,514.72

MICHIGAN STATE BOARD OF EDUCATION
STATEMENT OF ASSURANCE OF COMPLIANCE WITH FEDERAL LAW

The Michigan State Board of Education complies with all Federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of the Michigan State Board of Education that no person on the basis of race, color, religion, national origin or ancestry, age, sex, marital status or handicap shall be discriminated against, excluded from participation in, denied the benefits of or otherwise be subjected to discrimination in any program or activity for which it is responsible or for which it receives financial assistance from the U.S. Department of Education.

"END OF DOCUMENT"

ERIC Clearinghouse for Junior Colleges
8118 Math-Sciences Building
University of California
Los Angeles, California 90024

OCT 21 1983